

THE AMERICAN

School Board Journal

A PERIODICAL OF SCHOOL ADMINISTRATION

large
In This Issue:

- ★ The Contrary Mr. Carey—*Shannon*
- ★ How Good Is Your A.C.S.?—*Lamers*
- ★ How Fare the Nation's Schools?—*Exton*
- ★ School Plant Progress in Hawaii—*Woofter*
- ★ Medford Erects Administration Building—*Becken*

UNIVERSITY
OF MICHIGAN

SEP 4 1952

PERIODICAL
READING ROOM





Top at 20° slope—best for reading, writing, drawing.

Classroom results improve with the American "Ten-Twenty"

The American Universal "Ten-Twenty" Desk (No. 436) offers the only desk-top that is adjustable, easily and quietly, to three approved positions—20°, 10° and level. Balanced posture is induced regardless of the position assumed by the child. *Automatic fore-and-aft* seat adjustment facilitates focal adjustment to all tasks. These unique advantages relieve bodily and visual stresses and strains—and as the child's physical welfare improves, teaching and learning become easier.

Known among educators as the "Key to the co-ordinated classroom," the "Ten-Twenty" also provides a 45° seat-swivel either way to silent, cushioned stops, that reduces body twist in response to right or left hand and eye preferences. Easy ingress and egress from either side permits more desks per classroom when required, with fewer aisles. Sanitary, one-piece, steel book-box.



FREE BOOKLETS: "Education Grows"—and "The Co-ordinated Classroom"—two informative works on recent educational developments. Write Dept. 4.



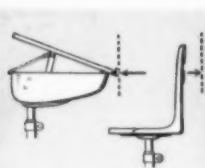
American Universal "Ten-Twenty" Desk



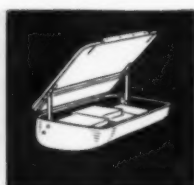
Top level for manipulative tasks



Top at conventional 10° slope



Fore-and-aft seat adjustment



Top raised for easy access to book-box

American Bodiform Auditorium Chairs

The most beautiful and practical of full-upholstered auditorium chairs. Bodiform provides the utmost in comfort, durability, acoustical benefit. Also available with folding tablet-arm.

AMERICAN SEATING COMPANY, GRAND RAPIDS 2, MICHIGAN

Branch Offices and Distributors in Principal Cities • Manufacturers of School, Auditorium, Theatre, Church, Transportation, Stadium Seating, and Folding Chairs

THE AMERICAN School Board Journal

A Periodical of School Administration

VOL. 125

NO. 3

September
1952

Published on the 25th of the month preceding the date of issue by THE BRUCE PUBLISHING COMPANY, 400 North Broadway, Milwaukee 1, Wisconsin • CENTRAL OFFICE: 20 North Wacker Drive, Chicago 6, Illinois • EASTERN OFFICE: 225 Broadway, New York 7, New York.

Copyright, 1952, by The Bruce Publishing Company. — All rights reserved. Title registered as Trade Mark in the United States Patent Office. Entered as Second-Class Mail Matter, March 17, 1891, at the Post Office at Milwaukee, Wisconsin, under the Act of March 3, 1879. • SUBSCRIPTIONS. — In the United States and Possessions, \$5.00 per year. In Canada and countries of the Pan-American Union, \$3.00. In Foreign Countries, \$3.50. Single copies, not more than three months old, 35 cents; more than three months old, 50 cents. Sample copies, 35 cents. • DISCONTINUANCE. — Notice of discontinuance of subscription must reach the Publication Office in Milwaukee, at least fifteen days before date of expiration. • CHANGE OF ADDRESS. — When you have a change of address kindly report it to us at once. Send us your old as well as your new address and be sure the Postmaster is notified. New Postal Regulations restrict service on magazines to be forwarded to you to two issues only. • EDITORIAL MATERIAL. — Manuscripts and photographs bearing on school administration, superintendence, school architecture, and related topics are solicited and will be paid for upon publication. Contributions should be mailed to Milwaukee direct, and should be accompanied by stamps for return, if unavailable. Open letters to the editor must in all cases contain the name and address of the writer, not necessarily for publication, but as evidence of good faith. • The contents of this issue are listed in the "Education Index."

CONTENTS

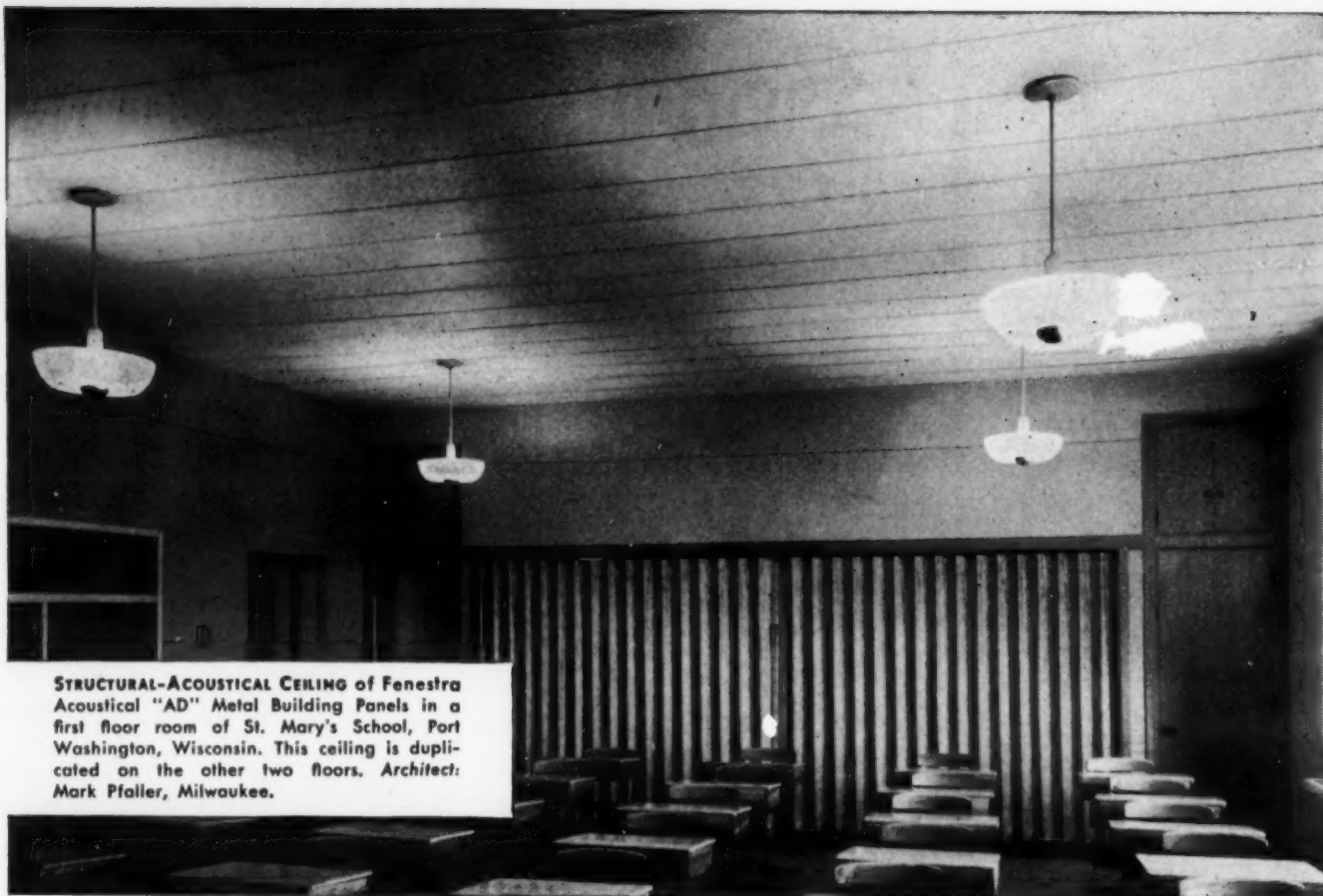
Some Recent Significant Developments on the School Boards Association Front	Edward M. Tuttle	5
The Contrary Mr. Carey	J. R. Shannon	25
Are Schools Prepared for Lay Participation?	Jack Elzay	27
How Good Is Your A.C.S.?	William M. Lamers	30
Industrial Arts in the Elementary School — Grades 1-6	Claude E. Nihart	34
The Development of Written Board Policies	Floyd A. Miller	37
The Law, the Teacher, and the Child — VIII	Milton J. Cohler	39
Procedures for Dismissing Teachers	Lloyd E. McCann	41
How Fare the Nation's Schools?	Elaine Exton	43
New Elementary School, Dexter, Missouri	T. S. Hill and Robert W. Lemon	45
The Jim Cherry School	Wilfred J. Gregson	48
School Plant Progress in Hawaii	James Woolfer	51
Medford Erects Administration Building	E. D. Becken	55
Was Your Summer Well Spent?	David E. Willis	56
Interest — An Administrative Technique	Brice Durbin	60
Michigan County Boards Organize		60
How to Cut Heating Costs in Older Schools		96

EDITORIALS:

The Year Ahead	58
Efficiency With Democracy	58
The New Veteran Education Law	58
The Evaluative Problem	58

DEPARTMENTS:

School Administration News	62
School Building News	67
School Finance and Taxation	68
Personal News	70
Teachers' Salaries	72
After the Meeting	77
School Law	80
New Publications for School-Business Executives	82
New Products for the Schools	98



STRUCTURAL-ACOUSTICAL CEILING of Fenestra Acoustical "AD" Metal Building Panels in a first floor room of St. Mary's School, Port Washington, Wisconsin. This ceiling is duplicated on the other two floors. Architect: Mark Pfaller, Milwaukee.

Quiet doesn't have to be an "extra"!

Now acoustical treatment can be an integral part of your *structural* building. Nothing to apply! No extra work to pay for!

Fenestra* Acoustical "AD" Panels form ceiling, silencer and sub-floor . . . all in one *economical* package.

An "AD" Panel is a strong metal box beam. The flat, smooth, top surface forms the sub-floor or roof deck. The flat, smooth, perforated undersurface forms the ceiling. In the open space between

is glass fiber sound insulation. Installation of interlocking panels is simple and quick!

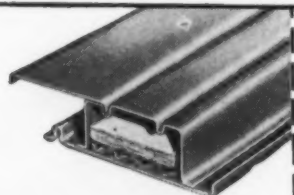
Beautiful, rugged, and rigid, this new kind of acoustical ceiling can be washed or painted without hurting its 80% N.R.C. acoustical efficiency.

And perhaps even more important, it is *noncombustible*!

Get the whole money-saving story . . . write Detroit Steel Products Company, Dept. AS-9, 2256 East Grand Blvd., Detroit 11, Michigan. **

See our exhibit in Booths 2 and 3 at the School Business Officials Convention in Atlantic City, N. J., October 13-16!

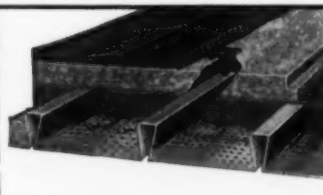
Fenestra METAL BUILDING PANELS ...engineered to cut the waste out of building



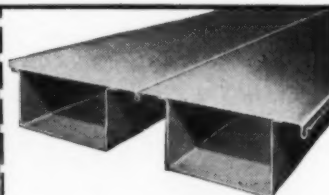
Acoustical "AD" Panels for ceiling-silencer-roof. Width 16". Depth up to 7½".



"C" Insulated Wall Panels. Width 16". Depth is 3". Steel or Aluminum.



Acoustical Holorib for acoustical-structural roof. Width 18". Depth 1½".



"D" Panels for floors, roofs, ceilings. Standard width 16". Depth 1½" to 7½".

Some Recent Significant Developments on the School Boards Association Front

Edward M. Tuttle

It was my good fortune in late June and early July to represent the National School Boards Association at three national meetings of consequence, all in the state of Michigan.

The Kalamazoo Conference

There came first, June 24-28, on the campus of the Western Michigan College of Education, the Seventh Annual Conference of the National Commission on Teacher Education and Professional Standards devoted to the theme "Evaluating Progress and Charting the Future of Teacher Education." Previous conferences have been held since 1946 at Chautauqua, N. Y., Oxford, Ohio, Bowling Green, Ohio, Durham, N. H., Bloomington, Ind., and Palo Alto, Calif., and each has marked a distinct advance in the status of teaching as a profession. This year, 539 persons were registered representing every state except Delaware, as well as the District of Columbia, Hawaii, and Puerto Rico, and one visitor from England. Classroom teachers made up the largest single group, but there were nearly as many college administrators and professors. Others present were school administrators, state education secretaries, state department people, PTA presidents, and a number of school board members and other lay representatives.

This year, interest centered around the proposal for the creation of a National Council for Accreditation of Teacher Education which has been mentioned in these columns before (May, 1952). Both the National Commission on Teacher Education and the NSBA are to be represented on this Council along with representatives of the American Association of Colleges for Teacher Education, the National Council of Chief State School Officers, and the National Association of State Directors of Teacher Education and Certification. At a series of section meetings, in one of which it was my pleasure to participate, the proposal was thoroughly discussed and endorsed. The following week, official action was taken by the NEA Delegate Assembly in Detroit approving the participation of the National Commission in the new National Council for Accreditation which, it is now hoped, may come into being sometime in October. When it does, I shall have more to report concerning this significant development looking toward our future supply of well-qualified teachers.

An interesting feature of the Kalamazoo conference was an evening panel discussion on "Teachers and Teacher Education from the Consumers' Viewpoint," in which leaders

of the National Citizens Commission for the Public Schools, the National Congress of Parents and Teachers, the National School Boards Association, and a representative of the Illinois State Chamber of Commerce Teacher Recruitment Committees participated. The representative of the last-mentioned group, Vernon L. Heath of Robinson, Ill., has done outstanding work with his committee in Illinois during the past four years. Tens of thousands of challenging and informational posters on teaching as a profession have been distributed to Illinois high schools by the State Chamber of Commerce, and the committee was also instrumental in having added to the State Department of Public Instruction a full-time staff member on teacher recruitment. Many attending the Kalamazoo conference expressed appreciation of such assistance from lay groups and wished that persons like Mr. Heath could be found in every state, working with professional groups.

The NEA in Detroit

On three successive afternoons in Detroit, July 1, 2, 3, a large information section of the NEA was devoted to public interest in the public schools. Each day, two prominent speakers presented their views on what the people they represented expected from and could contribute to the schools. The first day, the speakers represented agriculture and labor. The second day, industry and government were represented. The third day, repre-

sentatives of the press and of religion discussed the relationships between public and private schools. Each day, a continuing panel of interrogators representing six national organizations reacted to the views of the speakers, raised questions, and helped to stimulate audience reaction.

The six organizations represented on the panel were the American Association of School Administrators, the Department of Classroom Teachers of the NEA, the National Citizens Commission for the Public Schools, the National Congress of Parents and Teachers, the National Council of Chief State School Officers, and the National School Boards Association. Here I was privileged to speak for the school boards, and felt greatly encouraged by the evidences of growing co-operation and mutual understanding between the teaching profession and the lay public. After the first day, when some 300 were present, these sections were conducted to standing room only in a hall seating over 500.

While in Detroit, President F. H. Trotter of the NSBA came up from Chattanooga and between sessions we discussed the affairs of the National Association and worked on plans for our next winter's convention. One evening we were guests of the School of Education of Wayne University at a dinner to which were invited school board leaders from the area around Detroit. This was an informal affair, pleasant and profitable to all, I felt. The fact that on short notice busy board members will devote time to such extra activities is evidence of the responsibility they feel for equipping themselves by every possible means to discharge effectively their duties in behalf of the public schools.

I must share with you the definition of a conservative which I brought away from Detroit. Afterward, I could not recall who gave it but I believe it was a speaker at the breakfast given in honor of the new president of AASA, Dr. Virgil M. Rogers of Battle Creek, Mich. The definition which is as meaningful as it is funny is as follows: "A conservative is a person who thinks that nothing ought ever to happen for the first time."

The Chief State School Officers

Near Roscommon, Mich., in the north-central part of the lower peninsula, on the shores of Higgins Lake, there is a beautiful rustic camp maintained by the Michigan State Conservation Department. Here, July 5-9, there gathered representatives from 40 State

(Continued on page 7)

GUIDE FOR AUTHORITY

You can only govern men by serving them.

The rule is without exception.

— Victor Cousin (1792-1867, France)

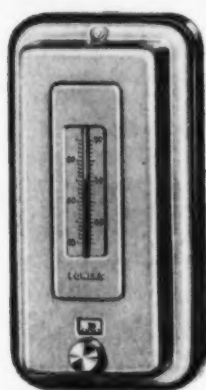
In this year of great political activity on our American scene, here is a maxim that both prospective officeholders and citizens with votes to cast should hold in mind. Government to be secure must rest upon the formulation and administration of laws that best serve all the people. Those who seek to govern their fellow men by fear or force or favor travel a road which, sooner or later, will lead to their own destruction. The basic character and intent of those whom we would elevate to public office is more important than any assurance they may give to win our favor. There is no substitute for service. — E. M. T.



DUKE UNIVERSITY CLASSROOM and ADMINISTRATION BUILDING, Durham, N. C.

Architects: Office of HORACE TRUMBAUER • WILLIAM O. FRANK • W. EDWARD FRANK, Philadelphia, Pa.

Consulting Engineers: WM. M. WALLACE II, Durham, N. C. • Heating Contractors: DURHAM PLUMBING & HEATING CO.



145 Powers Type D Thermostats used here with single knob limited temperature adjustment. When room is vacated for the day occupant turns dial to word "OFF". Note its simplicity and small size: H. 5 1/8", W. 2 3/4", Depth 2 1/4".



Powers Radiator Control Valve

In Prominent Universities —

POWERS TEMPERATURE CONTROL is selected to provide the comfort and fuel economy which result from the elimination of overheated rooms.

In Duke University's beautiful new Classroom and Administration building the heating system will be automatically regulated by 145 Powers individual room thermostats controlling 236 radiator valves on convectors and direct radiation.

At Harvard, Massachusetts Institute of Technology and many other famous institutions Powers systems will be found giving dependable low-cost-maintenance-control after years of reliable service.

When problems of temperature and humidity control arise why not let POWERS work out the correct solution? Our more than 60 years of experience gained in all types of important buildings should be helpful to you. Phone or write our nearest office. There is no obligation.



Since 1891

OFFICES IN
OVER 50 CITIES

THE POWERS REGULATOR COMPANY

SKOKIE
ILLINOIS

(A93)

The School Board Association Front

(Continued from page 5)

Departments of Education, including 34 state superintendents. The occasion was the annual meeting of the National Council of Chief State School Officers. The group was greeted by Governor G. Mennen Williams of Michigan, and included in the dozen sessions of discussion on current problems in public education were representatives of the United States Office of Education and the National Education Association.

For several years past, I have been invited to represent the National School Boards Association at these meetings, and have found them a wonderful opportunity to come to know personally the leaders in public education in the several states and to discuss with them, both as a group and individually, desirable relationships between state departments of education and state associations of school boards, and the co-operation of our two organizations on the national level. Almost without exception these men and women believe in and support the school boards association movement. State school board leaders will find them increasingly responsive to further joint undertakings.

NSBA Growth and Progress

On June 30, 1952, the National School Boards Association, Inc., completed its second fiscal year under the plan of membership and support adopted by the 1950 annual convention. A review of progress made and of prospects for the future offers solid ground for encouragement and optimism.

It will be recalled that the basis of NSBA support is a schedule of dues which sets a goal for each state, prorated according to the state's total current expenditures for public day schools as reported by the U. S. Office of Education. The total potential income developed by this schedule, were all state associations to pay their full goals, is approximately \$26,000. The NSBA constitution provides that whenever any state association pays the first \$100 of its goal, it becomes a member of the NSBA in good standing, but state associations are charged with the responsibility of paying as large a proportion of the difference between the sum of \$100 and the total amount of their goal as their officers, directors, and membership consider possible. This plan was designed to enable young or struggling state associations to enjoy membership in the National Association without undue burden, and to make it possible for all to grow stronger together. Let us see, then, what has happened over the past two years.

During the fiscal year July 1, 1950, to June 30, 1951, 32 states became members of the NSBA. Eleven of these states paid their goals in full and eight others paid more than the base \$100. A total of \$8,026 was contributed to the national treasury.

During the fiscal year July 1, 1951, to June 30, 1952, 33 states became members of the NSBA. Sixteen paid their goals in full

and seven others paid more than the base \$100. One state, Connecticut, sent a gift of \$50 without acquiring membership. A total of \$10,330 was contributed. The state associations with full-goal memberships were Arizona, Colorado, Idaho, Indiana, Louisiana, Minnesota, Montana, Nebraska, New Hampshire, North Dakota, Oklahoma, South Dakota, Tennessee, Texas, Utah, and Vermont.

On June 30, 1952, the national treasury was practically empty and the states were urged to make prompt payments both to provide a working balance and to establish

their 1952-53 membership status early in the year. The response was immediate. Within a month, 12 states had sent in \$2,866, one of these being a state which was not a member last year. This is nearly three times the memberships and amount of support recorded in July a year ago, and is evidence both of the improved financial position of many state associations and of their increasing confidence and faith in the merit and value of the National School Boards Association.

So, we are steadily accomplishing our major objective of establishing the NSBA on a firm foundation of support from its federated state associations which, in turn, are maintained

(Continued on page 10)



**VOTED ONE OF THE FIVE BEST SCHOOLS OF 1951...
this Ultra-Modern Structure Cuts Fuel Costs with**

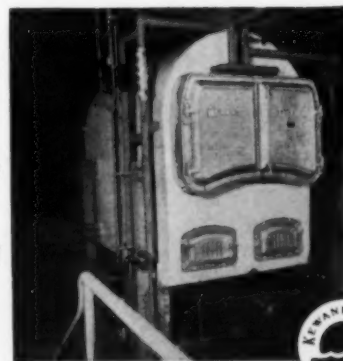
KEWANEE STEEL BOILER

Selected by a board of Architects and Educators as one of the five best built in 1951, the Vine Street School, Bangor, Maine spreads wide and low with far greater wall and roof areas . . . a design which might seem impractical where temperatures stay around zero and often drop to 30 below.

Yet the heating plant proved so efficient that fuel costs for the 1951-1952 season ran approximately 35% less than for another Bangor School of practically the same size.

An Oil fired Kewanee Boiler (4,373,000 Btu.) with wrought iron floor coils heats the entire school. The completely satisfactory performance of Kewanee Boilers teamed with floor coils, in another Bangor school by the same architects, caused their selection for Vine Street.

KEWANEE-ROSS CORPORATION
Division of American Radiator & Standard Sanitary Corporation
KEWANEE, ILLINOIS



Serving home and industry

AMERICAN STANDARD • AMERICAN BLOWER • CHURCH SEATS • DETTOL DISINFECTANT • Kewanee BOILERS • ROSS HEATERS • TONAWANDA, N.Y.



Let Mrs. Lowell tell you

"I'd like to tell you something from my experience as a teacher for 20 years: In my schoolroom supplying heat was no problem. Before the children came in in the morning the temperature was a perfect 70°. But after they had been in the room a short time the heat of their bodies and the sun on the windows made it like a furnace. It was so hot that most of the children became dazed and sleepy."

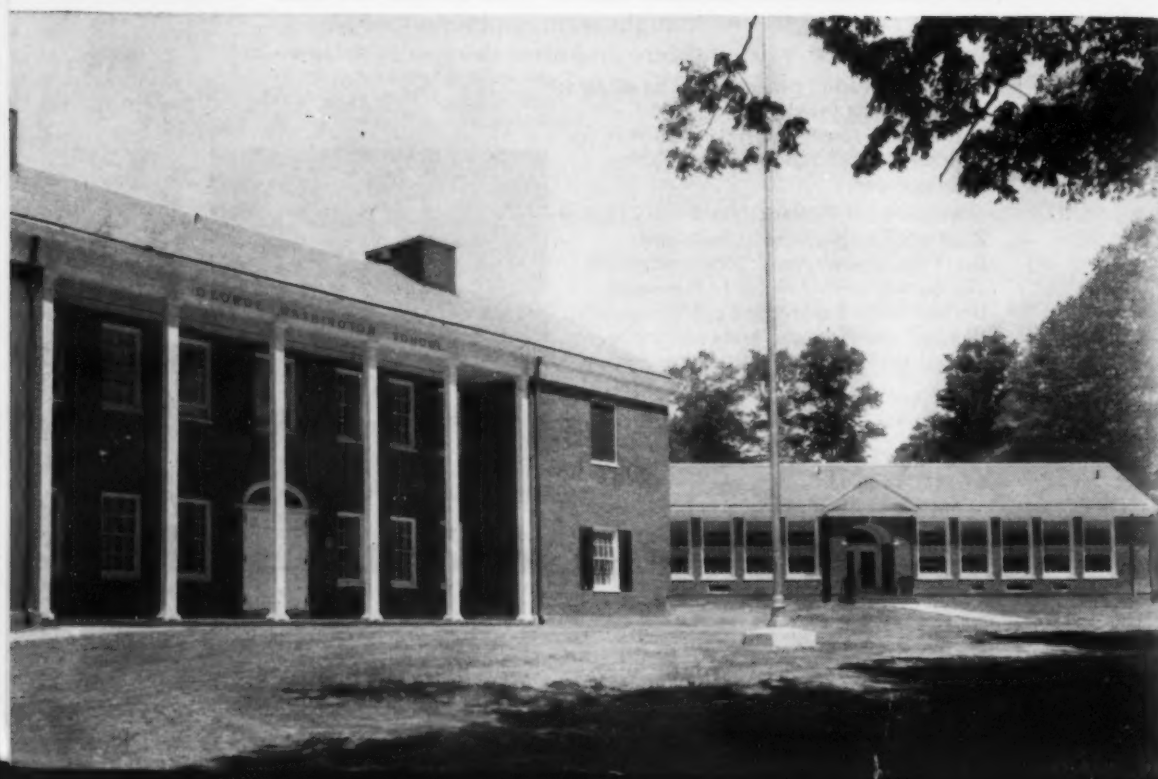
"My remedy was to open windows, but that meant cold drafts. It always seemed too warm or too cool. Is it any wonder the children caught colds? Why, there were days when I sent home a third of the class because of sniffles. There were days when teaching was a sideline—the major problem was keeping the children awake and healthy."

In many modern schools the problem of heating and ventilating has been ideally solved by Herman Nelson DRAFT|STOP equipment. This automatic heating, ventilating and cooling system provides the right air for student health and comfort. It earns the name DRAFT|STOP by scientifically overcoming the drafts created by the big windows of today's schools—by capturing the cold air from these windows before it spills into the room.

The Herman Nelson DRAFT|STOP System creates the perfect indoor climate for work and study. It should be part of your plans for a new school building or a modernization program. For further information, write Dept. AJ-9, Herman Nelson Division, American Air Filter Company, Inc., Moline, Illinois.



Columbus Grade School, Columbus, Wisc.; Architects Weiler and Strang; Superintendent of Schools, Robert P. Moser.

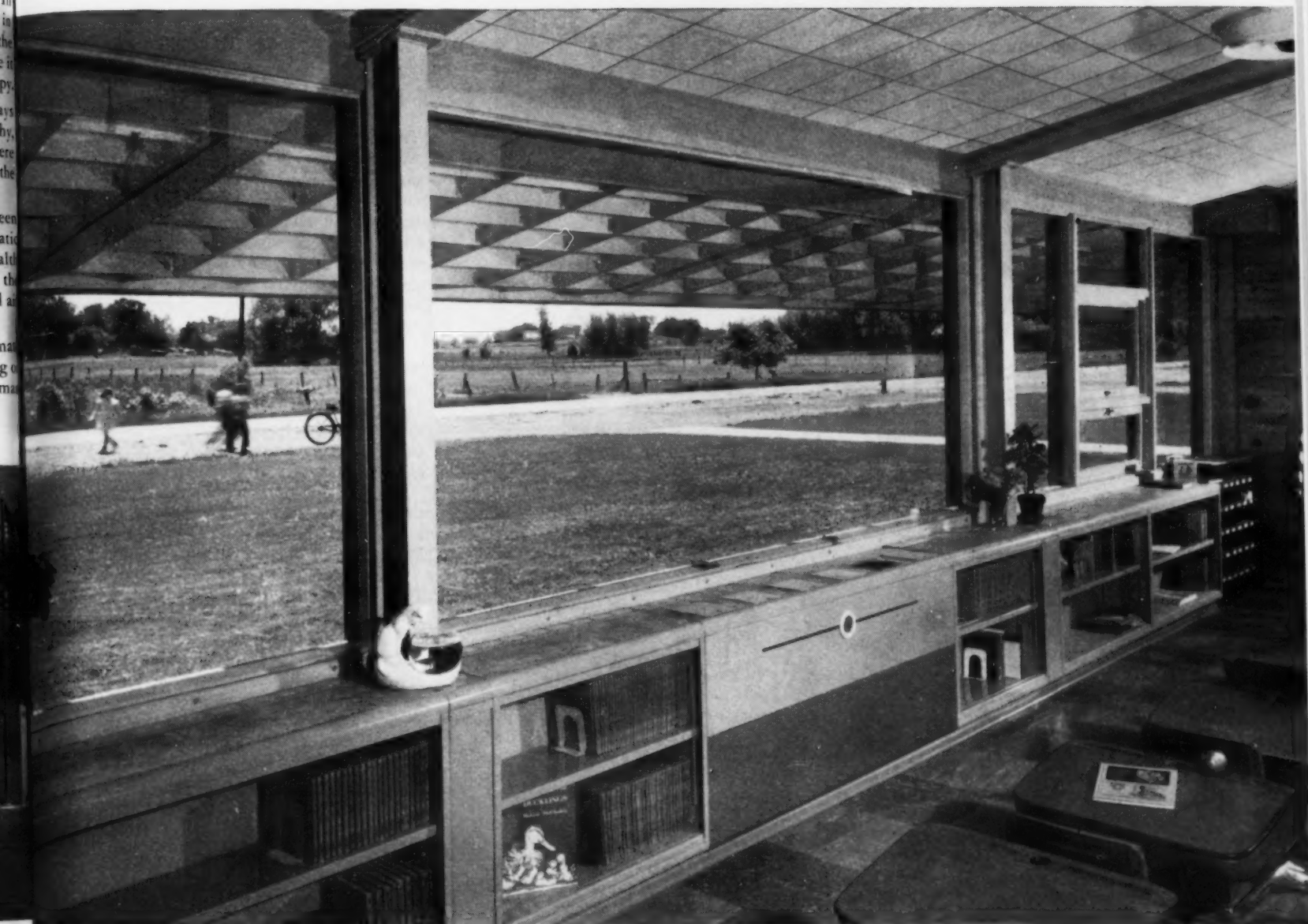


Behind this beautiful, traditionally colonial facade of the George Washington School at Morristown, New Jersey, America's most modern heating and ventilating system is at work—the Herman Nelson DRAFT|STOP System. DRAFT|STOP intake grilles may be seen below the windows in the right-hand wing. School Architect, Frederick A. Elsasser; Consulting Engineer, Runyon & Carey Associates; Supervising Principal, Frank P. Bogle.

HOW DRAFT|STOP STOPS DRAFTS

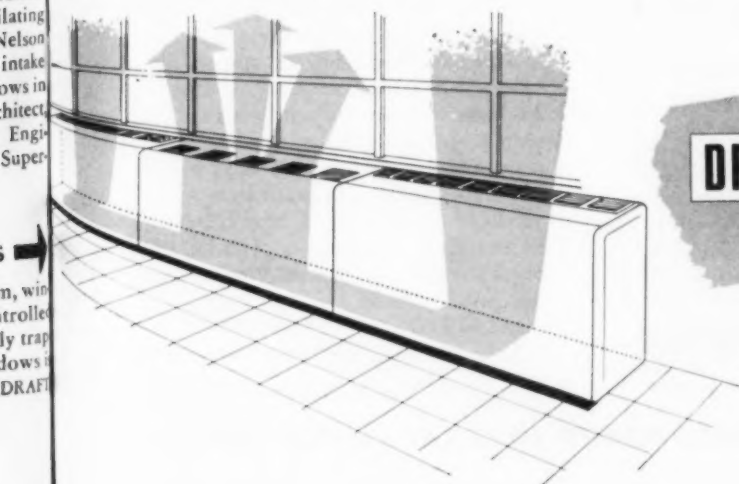
In the exclusive DRAFT|STOP System, window downdraft is completely controlled at all times. Provision for constantly trapping cold air downdraft at the windows is offered only in the Herman Nelson DRAFT|STOP System.

you about schoolrooms



Columbus Grade School, Columbus, Wisconsin is an outstanding example of modern schoolroom design. From acoustically treated ceiling to colorful, resilient floor, from full-expanse windows to decorative wood-panelled interior walls, every construction detail is planned to make the children's surroundings contribute to their health, comfort and mental alertness.

Vital in the picture is the Herman Nelson DRAFT|STOP System, which maintains fresh air and even temperature all day long to keep all the pupils attentive and receptive. No wonder this school won for Architects Weiler and Strang an Honorable Mention in the 1951 National Competition for Better School Design and Community Improvement.



DRAFT STOP

HERMAN NELSON

SYSTEM OF CLASSROOM
HEATING AND VENTILATING

Here it is!

The duplicating machine you asked us to build — A machine that will fulfill all school requirements at a price schools can afford.

WITH

Cyclomatic Action

ONLY
\$175*



*PLUS FEDERAL EXCISE TAX

NOW . . . A spirit duplicating machine especially engineered and designed to handle the hundreds of different school jobs. Built to OLD TOWN's rigid specifications of top quality — for rugged school use — high-speed production.

Here's the finest little duplicator that money can buy — featuring "cyclomatic action" which assures faster, more brilliant reproductions. Produces 1 to 6 colors at one time, in split seconds. Makes over 140 clean, clear copies a minute, of anything you type, write, print or draw — on varying weight paper or card stock; 3" x 5" up to 9" x 14". Clean, fast, easy to handle. Write for illustrated brochure TODAY on the revolutionary new OLD TOWN Model 95 Copymaker.

School Supply Houses:



The many unique and exclusive features of this new OLD TOWN Model 95 Copymaker assure you repeat business. Write TODAY for complete dealer franchise information.

750 PACIFIC ST., BROOKLYN 17, N. Y.

Made by the manufacturers of world-renowned OLD TOWN Carbons, Ribbons, Duplicating Machines & Supplies

Presenting the NEW Old Town MODEL 95—SCHOOL COPYMAKER

SCHOOL BOARD ASSOCIATIONS

(Continued from page 7)

through the support of their local boards of education. The school boards' association movement thus becomes the product of school board effort without any outside help. In this accomplishment we may all feel a just sense of pride.

1953 Convention Program

As reported above, NSBA President F. H. Trotter and I used the opportunity while we were together in Detroit early in July to discuss preliminary plans for the next annual convention of the NSBA, scheduled to be held at the Haddon Hall Hotel in Atlantic City, N. J., February 12-14, 1953. Agreement was reached on a theme for the convention and on a general outline of the program. Details will be supplied as they are filled in during the coming months.

It should be said that many valuable ideas were received from those who returned the questionnaire sent last May to all school board members who attended the 1952 convention in St. Louis. Our plans ahead are, in large measure, a reflection of the thinking and suggestions of past participants.

As a composite of many suggestions, the theme for the 1953 convention will be "Citizens of Tomorrow—The School Boards' Responsibility."

The meeting next February will begin on Thursday, a day earlier than heretofore, and will allow for somewhat more variety and less crowding of the program. It is now planned to devote Thursday morning, February 12, to registration, the setting up of state association exhibits, and a meeting of the 1952 executive committee of the NSBA. It is hoped that all board members who are planning to attend the convention will schedule their arrival in Atlantic City by noon on Thursday. The opening session of the convention will be held that afternoon with appropriate greetings and reports which will serve as a background for the work of subsequent sessions.

A session will be scheduled for Thursday evening with a program built around the topic, "Build for Tomorrow Through Public Education." Among other matters this will include a brief commentary on federal legislation relating to education, and on the Co-operative Program in Educational Administration (Kellogg Project) particularly as it involves school board relationships.

Friday will be a full day. The morning will be devoted to a keynote address and a series of discussion groups on the topic, "Boards of Education and Personnel Policies." At noon a series of luncheons by states or groups of states will be scheduled. The afternoon will be divided into three sections for (1) state association secretaries, (2) board members from cities of over 100,000 population, and (3) all others. In the evening a single address by the incoming president of the AASA will be followed by a program of entertainment and relaxation.

Saturday will bring the customary breakfast

(Concluded on page 92)

The Loyal Opposition of—

The Contrary Mr. Carey

*J. R. Shannon**

John Sherman always felt flattered in school board meetings until Mr. Carey sounded off. Whenever any problem arose during the board's deliberations, Mr. Taylor, the banker and county chairman of the dominant political party, always turned to Superintendent Sherman: "What do you think, Professor?"

(That *Professor* also tickled Mr. Sherman's ego. *Professor* was a common title applied to Hoosier school superintendents. In Edward Eggleston's time, and later, it was applied to male teachers in one-room country schools.)

After Superintendent Sherman answered Member Taylor's question on each such occasion, Mr. Taylor forthwith addressed the president of the board, "I so move, Mr. Chairman." This impetuosity and blind faith in his judgment also helped set Mr. Sherman aglow. The elation was augmented by the superintendent's realization that Mr. Taylor was the wealthiest and most influential man in the county.

But Mr. Carey always cooled the superintendent's ardor with, "Not so fast, Calvin. Let the professor develop his point further." After "the professor" had done so, Mr. Carey customarily ended debate for that day by moving to table the matter until the next meeting.

Many a time John Sherman left board meetings gnashing his teeth and muttering curses about the contrary Mr. Carey.

First Break on Cold Front

John Sherman learned that he always

had to think every proposition through carefully, and marshal his argument logically, before presenting it to the school board for action. Mr. Carey was a lawyer, and he carried his legalistic bent with him into board meetings. Mr. Sherman also often had to watch for psychological moments—or help create them—in order to get his program past the barrier personified in the opulent, corpulent barrister. His first break came on a small matter—new drinking fountains for one of the elementary schools.

The Mattie A. Keeney school had some makeshift drinking fountains which had been installed right after the dipper and water bucket were outlawed back in John Sherman's childhood. They should have been superseded long before, but earlier superintendents either had not tried or had not tried the right tactic. The fountains had all-or-none proclivities, and the janitor had to pamper them. Anyone who tried to quench his thirst without expert compe-

tence at adjusting one of the temperamental fixtures was due for a bad time.

Mr. Carey bore an austere demeanor of sedate calm seldom seen on this continent outside of a zoo. His corpulent imperturbation was majestic and matchless. Nothing was ever known to crack it except one of the Mattie A. Keeney drinking fountains, and, fortunately, nobody witnessed that one exception besides John Sherman.

The occasion was a school fair. Mr. Carey had come early and was almost all alone in the school corridor when he got his drenching. It was purely by accident, not design, that Mr. Sherman happened to come around a corner behind the bent-over board member just as he got it in the face. Stepping back promptly, he was not seen by the meticulous Mr. Carey, and he was unheard when he failed slightly to suppress his mirth.

Later in the evening, when Mr. Sherman came face to face with Mr. Carey, he greeted him cordially and pretended not to notice the wilted linen collar and drooping necktie. But he was all ears when a patron inquired about the incongruity in the impeccability of the attorney's attire and was told that he had suffered a slight accident too trivial to explain.

At the regular meeting of the board the following month, Mr. Carey made a motion that modern drinking fountains be installed in the Mattie A. Keeney building. He had "observed at the fair last week that the present fountains were quite uncontrollable and somebody might get soiled if the situation is not ameliorated." The motion was



*Del Mar, Calif.

seconded and passed without debate, with nobody asking why the impulsiveness or seeming to notice its violation of precedent.

A Second Break

John Sherman had tried for two years to "sell" the board on the idea of a single salary schedule. He had not pressed the idea persistently, fearing he might become obnoxious, but had come around to the point each spring when teachers were re-elected and each fall when the budget was being voted. He made a special case of Miss Walls, who was considered the best teacher in the system but who received the smallest salary.

"Why, Professor, you are not realistic. Miss Walls is a local girl. She has the sole care of her aged parents and dares not move elsewhere. Why then raise her pay? She won't resign."

"I move, Mr. Chairman, that the proposal be tabled."

Mr. Carey had confidence in Mr. Sherman, but he had to be convinced on every point. He once complimented Mr. Sherman on his ability to select teachers, even going so far as to say he wished that Dr. Riggs, president of the local private college on whose board of trustees he was a member, were as shrewd in his selection of staff members.

During his third year, Mr. Sherman recommended the election of Esther Moore, a girl from a distant county whom none of the board members had seen. Mr. Carey's confidence in Mr. Sherman's ability to pick teachers led him to move that Miss Moore be elected at the standard salary. She was elected.

"Now, gentlemen, this action, coming upon my motion, strikes me as rather unfair. Here we have elected Miss Moore, whom none of us has seen, at a higher beginning salary than we pay Miss Walls, who we all know is an excellent teacher. I move, Mr. Chairman, that we raise Miss Walls's salary to that of the other teachers." All as if he had just thought of the inconsistency for the first time. All as if it were his own idea and brand new to everybody else.

That motion also was seconded and carried without debate.

The Payoff

Since there was a small private college in the community, and it sent all its student teachers into the local elementary or high school for practice, the burden of administering and supervising the program of student teaching grew to be Mr. Sherman's single time-consuming responsibility. With increases in college enrollment and raised standards for student teaching, the superintendent felt the need for an assistant to relieve him from routine duties so he could devote adequate time to the teacher-education aspects of his job.

Surprisingly, Mr. Carey was not so hard to sell on the idea as Mr. Sherman had

feared. Whether it was because Mr. Carey had served longer on the school board than the other members and therefore had seen the problem grow over a period of several years; or whether Mr. Carey's having once taught mathematics in the local college to supplement his law income; or whether Mr. Carey was quicker to sense an important problem than the superintendent had suspected, Mr. Sherman never knew. As it was, it required only two consecutive board meetings to get favorable action on the proposal for employing an assistant.

The obstructionist in this instance was not Mr. Carey but Mr. Hoag, the editor of the local newspaper representing the dominant political party. When the news of the board's action for employing the assistant reached Mr. Hoag's desk, the editor made a hurried call on Mr. Taylor.

"What's the idea back of all this, Calvin? As county chairman, you are supposed to keep down costs. This town is too small to justify the addition of an assistant to the staff. What's it all about?"

"I don't know. See Mr. Sherman; it's all his idea."

"Sherman, fiddlesticks! He's not the school board. He's not the county chairman. You board members are supposed to represent the school to the community, not the superintendent. School superintendents as a rule fall for a lot of faldral, but you businessmen on the board are supposed to keep such faddists in tow."

See Mr. Carey

"Maybe so, Julian, but I still say I can't tell you much about it. Go see Sherman."

"I ain't a going to run clear down to his office when you board members have offices right here on the courthouse square. Chances are ten to one that if I did, Sherman would not be in his office where he belongs but out in some classroom somewhere. I'll go see Gaston Carey; I'll bet he knows."

And Mr. Carey did.

"Surely, Julian, I can tell you all about it. How much do you want to know?"

"Enough to know why; enough to be able to explain to people who may write

letters to the editor; enough to satisfy committeemen at the next county caucus."

"Very well, Mr. Hoag," said Carey. "I shall fit the report to your specifications."

"This community, as you are aware, is just a county seat town. Outside of our being a trading center for the outlying rural area and the home of county officials, plus a few of us lawyers, our chief source of income is the College. It brings more money to town than any single institution or business we have. We have to do whatever we can to help the College, because it helps us."

"As you may know, the state board of education recently raised the requirements in student teaching from one term to two. This adds to Mr. Sherman's work. Experimental data show that directed student teaching in a school system does not interfere with the children's progress provided it is adequately supervised. We want Mr. Sherman to supervise it closely. With the increased amount of student teaching in our schools, Mr. Sherman cannot keep up without an assistant to relieve him of some of his routine."

"In the long run, therefore, Julian, and maybe in the short run, we are not wasting money; we are bringing in money. It is analogous to a farmer's spending money for fertilizer; it costs, but it increases income."

And, So What?

John Sherman differed from some school superintendents: he matured as he grew older. He learned with experience that the "contrary" Mr. Carey was not an obstructionist but the only thoroughly conscientious and informed man on the board. Gaston Carvey did not vote for anything he did not fully understand and could not explain and justify to any patron or taxpayer. Mr. Carey hoped to be able to represent the community to the school and the school to the community, a role he could not fulfill without detailed knowledge and personal conviction.

Superintendent Sherman, in his callow years, was prone to gloat over "Professor" and "I so move," coming from a board member who had no more reason for "moving" than his blind confidence in a presumably competent professional administrator. But Mr. Sherman learned that if one superintendent could lead a board to take action it did not fully understand and appreciate, another superintendent could lead it to rescind the action.

If an educational program is to stand and grow, it must be understood and appreciated by the ones who are to be permanently responsible for it. Advancement must come from the guided interests and desires of the community, not from the caprice of an itinerant school superintendent. The "contrary" Mr. Carey was the type of school board member to further such advance. Experience convinced John Sherman that Mr. Carey was the best man on the board.





The Superintendent's Advisory Council of Citizens, Carlisle, Pennsylvania, has rendered excellent service in making the community understand school problems and projects. The Council meets periodically with Superintendent David L. Swartz and representatives of the board of education. Changes in the curriculum, the testing program, and needed schoolhousing have been recent subjects of discussion.

A Local Question —

Are Schools Prepared for Lay Participation?

*Jack Elzay**

Public participation in educational planning is sometimes a difficult step to take. From an examination of several scores of printed statements of school board "policy and procedures" sampled across the nation, not one offered a reference to the place of lay participation either on a continuing or consultative basis. As we know, the representative point of view is well established in America. Our people on a national, state, and local level have, over the years, become conditioned to it. To include small or large numbers of lay citizens in cooperative planning is much more difficult and certainly a more laborious method. Lay participation requires more planning by the board of education. Even so, it is the right way. It likewise tests administrative ability. It challenges the community to intelligently project and inject in a positive way its interest, talent, time, and effort into what is in most communities "big business."

Lay Participation Can Be Dangerous

Too many board of education members see public participation as an encroachment

* Supt. of Schools, Downers Grove, Ill.

on their authority as granted by law. Teachers are skeptical in many instances. Administrators sometimes believe suggestions to this approach are a reflection upon their professional competence. In some instances it may rightfully be considered so. Such would depend on how one determines, interprets, and applies the suggestion. Those boards and administrators, having worked with representative lay groups, have come to realize that lay people do not see education as their responsibility without having an opportunity to participate in it. Schools do not receive the benefit of the people's thinking without representative and continuous lay participation. If the administration and the board of education does not understand the real meaning of lay participation — how to get it, how to use it, and what its functions and purposes are — then it may well be a dangerous procedure to employ. Yet the community which does not have an administrator or board members with a deep sense of appreciation for and understanding of lay participation, has a similar danger in another way which can be and is more serious.

A Long Range Procedure

Communities having experienced the planning of educational programs when a tax referendum is involved are in general agreement that certain common sense steps must be taken. Even so, no one pattern of approach will serve all communities. Each community has slightly different problems. Separate communities must necessarily employ variables in procedure. Nevertheless, it is important to sense the need for continued lay participation in whatever stage the educational planning program may be. One should not depend on lay participation as a temporary approach to solving problems or for emergency programs only. In some degree lay participation is to be a continuous technique to be employed in the process of educational evaluation, revision, and progress.

Though professional literature is generous as to the steps in which lay participation should be included and involved, the following refinements appear to be inclusive and possibly exhaustive as applied, for example, to the problem of increasing the tax rate:



In Kalamazoo, Michigan, the Citizens Committee for Public Schools helped carry an election to extend a five mill tax for school buildings. The committee provided much needed leadership for this important project. (Photo courtesy National Citizens Commission for Public Schools.)

1. A sensing and realization of an existing problem
2. Determining the organization plan and procedure for a total community survey
3. Execution of the survey, tabulation, and recording of results
4. Establishing the need and the defining of proposals resulting from the survey
5. The development of meaningful techniques of interpretation and presentation of facts
6. Determination of the needed organization to be used in presenting the facts to the school community
7. Establishment of the psychological procedure to be used in molding the many social, fraternal, civic, and other types of groups into an effective and united front
8. Determination of a schedule of steps to be used in presenting the facts and the solution of the problem to the community
9. Actual presentation of the data by use of all effective and desirable techniques needed for explanation and understanding
10. Development of techniques to promote a favorable and representative vote
11. Holding the referendum
12. The development of a measuring technique for objective analysis of the vote
13. The development of effective understandings on the part of all as to the continuing operations and responsibilities of

lay personnel carefully co-ordinated with the policy making group.

Board Responsibility Cannot Be Delegated

To be certain, along with lay groups, the board of education in each of the above steps has definite basic responsibilities. Since the board is the official body, they and they alone make policy decisions. Boards of education must never yield their lawful responsibility at any time. Such an understanding is fundamental. They must never delegate their obligation as elected or appointed officials. In a similar way, lay groups must at all times respect the position of the official board and never attempt to usurp their rightful authority in any way. In these expressions we find the fundamental criteria on which board membership should be based. Herein is the reason why only the most capable citizens acting intelligently and with the greatest degree of integrity are demanded for the highest service membership in the community.

Many school boards and administrators have too long accepted and applied the "little David" role in which, with some degree of "success," they have been able to capture and "slay" the indifferent public. Following is a typical example of this phi-

losophy presented for purposes of contrast with the above proved 13 points involving lay participation: In this "little David" role the *board* feels the need; the *board* gathers the facts; the *board* organizes the material; the *board* interprets the material; the *board* plans the program; the *board* presents the story; the *board* does everything but mark the ballots.

This method of complete board domination unfortunately continues in America. Perhaps some credit should be given for tireless effort and sincere intent. Yet effort, if not applied in the proper direction, is not always rewarding. Certainly no credit can be given for educational leadership under such circumstances. It is not the referendum proposals that are rejected when defeat is experienced under such circumstances. Rather it is the method and approach used by the board and the administrator in presenting the issues to the electorate. Such a rejection can be an expensive way to become acquainted with the values to be found in wide-scale community participation. Even so, many boards of education and their administrators do not yield to the advantages of lay participation. Instead, they try to readjust the original proposals which usually means paring down the requests and trying again for lesser amounts and compromised facilities. If the original proposals were educationally and otherwise sound, there should be no compromise in them. It would appear the change should be made in the method used in the determination, preparation, presentation, and promotion of the proposals. The implications should be apparent.

Opposition Can Be Commendable

If citizens are honestly aware of the need and are acquainted with the facts, voters will approve the propositions as offered for education costs but little when the total tax picture is considered. If the electorate does not know or understand the need and the facts, they will vote against the propositions; and this, in general, is an intelligent thing to do. Whether voters know the facts necessary to make intelligent decisions depends upon the philosophy of the school administration in continually keeping the public informed at all times about all problems. Because the public schools confront the voters with certain proposals now and then, we know by experience that the people will not cast votes of approval simply because such a wholesome institution as the school is sponsoring a given project. People should not and do not vote favorably under such conditions. The intelligent administrator will provide effective leadership involving continuous wide lay participation so the entire community will understand the issues involved. An intelligent electorate will demand such from its board of education and administration.

If the proper approach has been made, the electorate will have helped in deter-

mining the need and in planning for the solution to the need. If the facts and plans as offered to the voters cannot be substantiated; and, if the administration and the board of education do not know how to organize and present the educational needs to the community, the voters should continually oppose unknown propositions and policies and see to it that new leadership is forthcoming. Under such circumstances, even though a need is critical, voters should not be criticized for being members of the "opposition." Rather, they should be commended with the idea in mind that the responsibility of keeping the public informed is a responsibility of the administration of the school system, no matter what the issue or the problem might be. People understand when they are included and involved with the problems about which they are concerned. With understanding comes assurance of success providing the propositions are defensible.

Lay Participation Must Be Representative

Lay participation in educational planning requires equitable representation. All "classes" of people and all job classifications must be equally respected and represented. There must be no discrimination. All are members of the school community. Herein possibly is the greatest challenge to those concerned and interested in lay participation. Some find it difficult to work for and/or live with cross sectional groups. The molding of such a "melting pot" into a positive community force working unselfishly toward better schools and better communities is today's challenge to the school administrator and board member-

ship. Yet, when a school community successfully meets this challenge and involves wide lay participation in its educational planning, wholesome progress has been made.

Whether the problem be concerned with needed building facilities, curriculum evaluation, reports to parents on pupil progress or a special fund raising activity for the school or community does not matter. Whatever the community does there must be wide lay participation. Lay participation must start from the very initiation of the program. A good beginning for most communities would be the promotion and practice of open board meetings in which interested citizens are invited and encouraged to attend as well as to participate intelligently.

Will the Challenge Be Met?

The challenge of wide lay participation in educational planning is successfully being met in many communities, but not in enough. To do so those concerned must understand what it is, how to get it, how to use it, and what its functions and purposes are. Without such specific knowledge lay participation can be dangerous. Without the kind of educational leadership essential in today's schools — administrative and policy making — the community faces an equally dangerous situation. A combination of disorganized lay participation and weak administration can be fatal. There are examples of its being so. Strong administrative leadership acting courageously and with intelligence supported by understanding on the part of board membership and involving continuous lay participation by people respectful and ap-

preciative of purpose and place can bring America's schools and communities to levels of accomplishments which otherwise are impossible. Perhaps in the future wise educational leadership will not only include the place of representative lay participation in their written statements of "policy and procedure" but will do more than that. Perhaps it will be the good fortune of school communities throughout our nation to experience educational leadership that will not neglect such a potent force as that found in desirable representative lay participation in educational planning. It is the hope of the profession that administrative leaders can soon be found in every school situation supplemented by vigorous and qualified board membership fully capable of understanding the methods of lay participation.

As studies have revealed, a large number of school administrators come up through the teaching and supervisory ranks of the profession. As these people experience the various stages of the training process, they need to be exposed to the methods and advantages to be found in lay participation as applied to educational planning. Our schools, therefore, under the leadership of present administrators and board members, must establish opportunities whereby staff members engage in activities of the school involving and including lay participation. Teachers, custodians, and other employees must be provided similar opportunities. Teacher training institutions have a responsibility too. In-service workshop programs, including participation by lay people, should be held regularly in school systems, large and small. All have to learn what lay participation really is and how to

(Concluded on page 92)



An Unorganized Citizens Group in Action

The public school systems in numerous communities are receiving the benefit of the interest and support of organized groups of citizens interested in the progress and the problems of public education. The above illustration is that of an unorganized group in East St. Louis, Illinois, which protested the unwise actions of certain school authorities in connection with the business management of the schools.

— Morss Photographer

HOW GOOD IS YOUR A.C.S.?

*William M. Lamers, Ph.D.**

Administrative Common Sense is, of course, a complex of capacities and qualities hard to measure but definite and unmistakable in practice. Let me quote what an industrial psychologist of a top firm specializing in management problems recently told a group of Milwaukee school administrators:

"We're getting smarter in our business. In qualifying candidates for administrative positions in industry we are looking less and less for high mental potential as indicated by raw intelligence scores, and more and more for good practical ability. We don't want brain trusts; we want men of action. We don't want theorists; we want competent doers. If we have to make a choice between mental brilliance and practical judgment and ability, we'll take the latter any time." His illustration was interesting.

Nine months ago one of America's largest industries, to which he was consultant, brought him a problem. A key opening had appeared on a lower administrative level. In itself the job was not of major importance, but to the right person it opened the way to top command. The inner circle of the plant felt it had the right man for the opportunity. He had been graduated number one from the you-know-what engineering school. Brilliant student. The industrial psychologists found an IQ score indicating genius. But the interview and some cruder testing disclosed a person who was self-centered, self-admiring, critical of others, unwilling to seek or to take advice, given to covering his mistakes and inadequacies and growing socially, mentally, and professionally at a snail's pace.

"Don't take him," was the psychologist's advice.

Three months later management ate humble pie.

"We made a mistake," they said. Then the industrial psychologist recommended his man: An eighth-grade graduate, still taking correspondence and evening courses; a quiet, easy, comfortable, friendly person, who in minor assignments showed he could lead rather than drive; a humble worker who was willing to seek and follow advice. Top brass was skeptical. But the little man went in, and after six months of excellent performance was still growing, still developing his administrative judgment.

Now to attempt to measure your practical ability to think and act competently in administration is about as hard a job as measuring common sense, which it includes. The best that can be done to classify the tree is to examine its fruits. The following questions, incomplete though the list may be, should provide a rough basis for some self-scrutiny. You supplement its inadequacies and weigh the answers; certain only that if your honest response is "no" on many of the questions that follow, you are in for trouble in an administrative job.

Do You Work to Know Your Job?

That doesn't mean, are you qualified to hold it? The distinction becomes clear if we remember the problems that an administrator encounters when he shifts into a new position. Knowing the ropes means asking hundreds of questions, some of them apparently inane; poking around in queer places; following through administrative threads; reading rules, laws, statutes; meeting and knowing people, their strong and weak points, their personal problems; knowing the clientele served; studying the history and traditions of the organization. Important decisions and great events may sometimes hinge upon tremendous trifles.

In this regard I always remember a speech which the President of the United States made to a fairly small Milwaukee group, perhaps

*Assistant Superintendent of Schools, Milwaukee, Wis.

15 years ago. Now there are two universities in Wisconsin. For years they have enjoyed a healthy football rivalry. At the time of the visit one of the teams had just beaten the other, and the beaten team was in the trough. The audience consisted almost entirely of alumni of the victorious institution in jubilant mood. But the President did not know this. And so he began, "I am glad to be here in this great state, and to pay my tribute to a great institution whose football teams have carried, etc." And he complimented the wrong institution, and did not mention the other. And no one applauded when he cocked his head for applause. And he lost some votes—a tremendous trifle to be sure, but multiplied enough times, even lesser trifles have cost men their political skins and lubricated administration machinery with sand. The administrator who knows his job, "knows his way around," keeps out of painful blunders, big and little.

Do You Keep Physically and Mentally Fit to Do Your Work?

Mrs. Lamers and I are writing a rather careful biography of a Civil War general. We don't want to speak prematurely, but we have discovered two instances at least in which top generals apparently lost their wits. Their associates make various explanations for their lapses from good judgment. But the records show that one of them did not have more than a total ten hours of broken and disturbed sleep during five days, including two days of battle. At the end of that time his frame sagged, his eyes were black and sunken, his jaw hung with fatigue. Historians of the day sought far-fetched explanations for his failure to act promptly and vigorously. They should have said simply, "He was too exhausted to think."

Even overwork on the job can become a menace to the job itself. I'll never forget the amazed look on the face of the assistant superintendent of one of Milwaukee's largest industrial plants when he told me that the company had given him an ultimatum. He would either have to shorten his working day, take his full lunch, keep out of the plant on Saturdays, Sundays, and holidays, take his vacations, or they would fire him. He had reached the point of physical and mental fatigue where he could not get his work done, and where the harder and longer he worked, the less he accomplished. He was afraid to delegate, could not clear his desk, permitted constant interruption, took work home, couldn't sleep. The ultimatum brought him to his senses. In three months he was a restored executive and a decent human being.

Do You Create Good Work Conditions for Yourself?

You know what these are. But do you?

Do You Budget Your Time?

Each Thursday my associate, Assistant Superintendent Walter S. Nichols, looks over the week to follow, and fills out a one-page schedule form of his own making. He keeps a copy, gives another to his secretary, advises persons of his intended visits, makes appointments. While he does not regard this schedule as final, and easily changes it as needed, he has excellent control over his time, and readily sees whether his balance of activities gets his job done, and he is properly putting first things first.

Daily, weekly, monthly, or even annual schedules give the administrator a rock to cling to in the welter of the unpredictable. The habit of keeping a careful calendar, and of checking each night for

the morrow's events, is important for the proper fulfillment of assignments, peace of mind, and sound sleep.

Do You Rise Above Detail?

A certain university president told me that he worked at the detail of his job no more than five hours a day. He put in the remainder of his time relaxing as a background for free, constructive, easy thinking. Administration must never become the cult of the inconsequential by the uncritical. The whole job is more important than any of its details.

Do You Intelligently Question Established Practices?

Habit, custom, routine—these are strong centripetal forces in administration, tending to hold an organization together, to eliminate waste motion, to keep business going as usual even when the boss isn't around.

But no one needs to be in an office of any kind very long to realize how easily established practices crystallize, how rigid they quickly become, and how frequently they persist long after the need for them has passed, or even after they have any meaning. Custom offers security: "We did it this way for the past fifty years and it worked." But it also may keep horse-and-buggy methods in operation.

I think of the story of how Victoria's Prince Consort, looking into the royal household's personnel and expenditures, found a guard apparently guarding nothing in front of a wall, at considerable expense to the royal family. No, he didn't know what he was guarding, or why he was there. Many years before he had taken the job over from another guard who had similarly watched. The intrigued royal husband set out to solve the mystery. Old records showed that, almost a century before, there had been a gate in the wall where the guard stood. Someone had ordered the gate closed up, but had forgotten to rescind the order providing for the guard. And so several human life spans were wasted watching nothing.

A wise administrator uses established practice as a starting point. He neither worships it, nor rails against it. He does not throw it overboard in a series of quick heaves. He does ask questions and, as a very able administrator has said, he disposes of it according to the formula that "if you can spell it, it won't work."

Do You Recognize the Limitations of Your Authority?

My very wise neighbor says—and he quotes another major-general—that the time for giving advice is before a superior decides, not after.

All administrators report to somebody even though that may mean nothing closer than God or the people. We all know a few unhappy, frustrated administrators who apparently don't like to report; who want their way all the time; who are not content to be administrative within a defined and common sense framework of law, practice and custom, and who would be not only executive, but legislative and judicial as well. No board for instance is always going to agree in all things with the superintendent whom it has hired. Viewpoints naturally and wholesomely differ. When the superintendent has made his best professional recommendations, he has done his part of the preliminary job. Now the legislature takes over. When it speaks the executive branch again has a job. Wise administrators and wise board members should be scrupulous in observing their respective protocols because such observance pays heavy dividends in efficient administration.

Do You Shun "Bossiness"?

Bossy people talk too loud; enjoy giving orders; drive rather than lead; reach decisions hastily; say, "I" instead of "we"; push people around—well, we all know them by their works. To love to boss is one thing. To enjoy administration—its rich, human contacts, its constant challenge, its small reward of an honest feeling of self-importance—is quite another. "Bossing" is a neurotic process. It makes its decision more to aggrandize the self-esteem of the boss than to get the job done efficiently. That part of the labor of administration which goes into being bossy is much like the portion of a machine's energy wasted in friction. If there were no other reasons for shunning bossiness, this single reason should be enough to keep us from it. This, and the fact that bossy people arouse the latent

MEASURE YOUR ADMINISTRATIVE COMMON SENSE

	Always	Most of the Time	Frequently	Sometimes	Seldom	Never
Points	5	4	3	2	1	-
Do You Work to Know Your Job? . . .						
Do You Keep Physically and Mentally Fit to Do Your Work? . . .						
Do You Create Good Work Conditions for Yourself? . . .						
Do You Budget Your Time? . . .						
Do You Rise Above Detail? . . .						
Do You Intelligently Question Established Practices? . . .						
Do You Recognize the Limitations of Your Authority? . . .						
Do You Shun "Bossiness"? . . .						
Do You Consider Human Values? . . .						
Do You Think in Terms of Your Associates? . . .						
Do You Expand Your Organization With the Job? . . .						
Do You Decide Hastily? . . .						
Do You Make and Keep Systematic Notes? . . .						
Do You Attempt to Foresee All Consequences? . . .						
Do You Go to Experts for Expert Advice? . . .						
Do You Delegate Effectively? . . .						
Do You Avoid Mousetraps? . . .						
Do You Issue Orders Without Explanation? . . .						
Do You Make Your Assignments Definite? . . .						
Do You Double Check Your Work? . . .						
Do You Follow Up? . . .						
Do You Let Inconsequential Assignments Eat Up Your Time and Energy? . . .						
Do You Put First Things First? . . .						
Do You Keep Your Feet on the Ground? . . .						
Do You Launch Your Ventures? . . .						
Totals						
Grand Total *						

* In interpreting these grossly unscientific figures, if your score:

1. Is 110 or higher, either look to your life insurance or make sure the lightning rod is properly grounded. The good die young; and prevaricators attract static electricity.

2. Is between 100 and 110, examine yourself in the looking glass to see if you're the right fellow. If you are, congratulations, you old genius.

3. Is between 90 and 100, I'd like to know you. We all need people to look up to.

4. Is between 75 and 90, greetings, brother. As Lincoln said, "The Lord must have loved common people. He made so many of them."

5. Is between 0 and 75, you aren't having fun on the job. Maybe you should have a tonsillectomy, or go fishing, or take a Dale Carnegie course. Now smile, you old sourpuss! And duck the boot.

negative suggestibility of their associates, and render maximum co-operation difficult.

Do You Consider Human Values?

Recently, in a conversation with several administrators at a national convention, I heard the toll of a school principal, who for whatever reasons, known or unknown to himself, calls his women teachers by their last names without handles. He says, "Good morning, Schmidt," or, "See me at four, Jones." He has had much teacher trouble, and one who knows lays much of the blame on the fact that in every spoken contact between teacher and principal there is a nagging sense of teacher irritation. Allegedly once at least the same principal remarked to a vice-principal that "teachers are of a lower social caste

than we are." This statement has been whispered among the staff for years, and becomes part of every staff relationship.

One of the best administrators I have ever known twice turned down an associate's requests. When the third request came, he granted it. I thought it the least worthy of the three and said so. "You're right," was the answer. "But the matter of the request isn't too important, and the matter of my relations with Joe Green is. I can afford to compromise an indifferent decision and my own doubtful opinion, to keep a friend and loyal co-worker happy."

Do You Think in Terms of Your Associates?

I know an editor who doesn't. He has the habits of a nocturnal prowler. He does not get down to his office until noon. Then he slowly shifts gears until by three o'clock, he is in high. At last he turns the heat on his staff, who have been yawning with boredom through the day. Everything must be done before they go home. Sometimes, without previous warning, he will keep a secretary until eight o'clock in the evening. If she has a date, that's too bad.

He pays good wages, is generally agreeable; those who work for him regard him as a lovable genius and eccentric—but his staff turnover is enormous. A common variant of his type is the administrator who always finds a 15-minute job for somebody five minutes before closing time. If you are inclined to sire minor nuisances, remember the woman whose husband curved his little finger when he held a coffee cup. On the honeymoon she thought the practice cute. After five years of marriage it got on her nerves. Five years later she started to scream. And on their fifteenth wedding anniversary, in a mad rage, she killed him with a cleaver. Nuisance practices have an accumulative power.

Do You Expand Your Organization With the Job?

Many administrators inherit staff positions and personnel. Then, from time to time as work is added to the office, the new wine goes into the old bottles without removing the old wine. Here's John Jones. Hired 15 years ago as a secondary curriculum man, he still has his original—now very much expanded assignment—to which has been added the sub-rosa job of being press representative, delegate to 15 community organizations and projects. Jones handles it all. He does what he *can*. Whether that is what *should* be done in quantity and quality is another matter. Such gradual loading on of administrative activities reminds me of the strong young farmer who each day carried the bull calf on his shoulders until he was carrying a full grown bull—or such at least is the legend. Frequently top administrators themselves add new duties to their own loads, little by little, until—well, to return to the barnyard example, the bull gets too big to be carried around.

Supt. Harold S. Vincent of the Milwaukee Public Schools has a favorite story. He happened to meet the president of one of the largest manufacturing companies of the world, with sales and service departments everywhere. "It must be a terrific job to keep track of such an extended business," Supt. Vincent observed. "Oh no," said the president. "All we do when we add new jobs is to add people and additional supervisory staff. It's that simple."

Do You Decide Hastily?

Most judgment involves weighing, and weighing involves time: How much time depends, of course, on what is being judged. One of my neighbors tells the story of how his wife came down with a kidney stone attack. She had had a dozen previous attacks. He had a layman's knowledge of the symptoms and called the family doctor, then the specialist. Both were out of town and in desperation he began to call down the list of physicians in the phone book. Finally a doctor came. "You have rheumatism," he said, and refusing to listen, wrote out a prescription, collected his fee, and left. Two hours later the patient was in the hospital with a kidney-stone attack.

To be of value, expert opinion must involve two processes: (1) getting the immediate facts, and (2) relating these to the expert background. The expert who passes a careless judgment is a hundred times more dangerous than the layman who guesses inexpertly. No one is likely to take lay opinion without question.

While in practical affairs time is of the essence and decision frequently represents a choice among alternatives, no one of which is altogether good or altogether bad, the competent administrator will make an effort in important matters to withhold judgment until he has sufficient facts for intelligent decisions. Hasty decision is at one extreme. At the other is the do nothing policy that sits immobilized, transfixed with the fear of making a mistake, and perhaps not realizing that the greatest nuclear mistake is to do nothing. Administrative common sense is needed to give the "feeling" as to when the time for thinking and for doing has arrived.

Do You Make and Keep Systematic Notes?

Hamlet, whose calendar, program, and assignments were far simpler than those of a modern administrator, and who to boot was a young man, kept tables hanging from a cord around his neck. On these, lest the wisdom of the moment slip back into forgetfulness, he jotted down such observations as the possibility that in Denmark at least, "one may smile and smile and be a villain."

The note-taking device is as good now as it was in Hamlet's—or rather Shakespeare's day. While paper may have become more plentiful and pens are alleged to write under water, the human head has not changed. To eschew note taking to show the feats of memory of which I am capable is stupid, and stems from the same exhibitionary impulses that makes adolescents turn handsprings on the beach. I know one superintendent who keeps a large tablet of paper at his right hand. On this he neatly notes down facts, dates, assignments. Then later, at the proper time he checks over his own and his associates' performances. You do not have to be a genius to be orderly; but even though you are a genius, unless you are orderly you will not do a first class administrative job. And proper note taking is one of the stanchest props to order.

Do You Attempt to Foresee All Consequences?

The late Supt. Lowell P. Goodrich of the Milwaukee Public Schools possessed this and many other qualities of practical judgment to a unique degree. When he'd set his chin and say, "Now let's see all the things that might happen if we took this step." Then one by one he would examine each of them.

The recent incident of President Truman's letter to the music critic is a good case in point. Whatever may have been father Truman's intentions—fathers understand, I am sure—the results were that the objectionable—to him—criticism was broadcast a thousandfold. A considerable amount of criticism—justly or unjustly—was aimed at him; the critic became a national heel or a hero, and the letter a collector's item, a series of jokes was hatched concerning the President's vocabulary, and from now on no one will write a thorough biography of Truman without mentioning the incident, while careless writers will conveniently tag him as a user of livery stable language.

Do You Go to Experts for Expert Advice?

The person of good practical judgment knows when he knows, and when he does not know. When he does not know, he does not bluff, guess, waste time. He finds out by the simplest and quickest and most accurate method possible. This may involve consulting those who do know. Samuel Johnson once observed that the next best thing to knowing a fact is knowing where to find it. Hiller's method of consulting soothsayers is scarcely to be recommended.

Within reason, and unless he has been hired because of presumed encyclopedic knowledge, or unless the information sought should be common property, the boss should not fear loss of face because he seeks help from a subordinate. When he does so he makes the other person feel important, and that, says Dale Carnegie, is one of the six ways to make people like you.

Do You Delegate Effectively?

I've never forgotten what a former University President told me years ago. "Bill," he said, "you may wonder why a year and a half as University President landed me in a sanitarium and ended me as top man. Well, I didn't delegate. I assigned jobs and then stood next to the people who got the assignments. I tried to do everybody's

detail work, and everybody's worrying. When they moved a couple of trees on the campus, I stood over the workers and got a stiff back every time one of them hoisted. I almost drove the staff crazy by constantly interfering."

Administrative common sense should tell us to pick people who can do the work delegated to them; to delegate clearly and definitely; to give them the feeling of being responsible, and the opportunity to carry out the assignment; to let them alone to do the job, with at most, an occasional check to see if it is being done well and on time; to check thoroughly on the completed job; and finally, to give credits as merited and indicated.

When a man says to himself, "I am the only person who can do this job well," he is probably suffering from a hidden fear that someone may come along, and by proving otherwise, render him insecure. The capacity to delegate wisely both jobs and authority, and to give condign credit if the assignment is well carried out, is pretty fair measure by itself not of a man's capacity to do a job, but of his belief in that capacity.

Do You Avoid Mousetraps?

Sensible people do. But I didn't. I made a threat to a 15-year-old boy that my common sense, years of experience, and much good advice, should have told me I couldn't carry out. "Unless you apologize to a principal, I will not permit you to return to school," I said. "Well, I won't," he answered, locking his jaw. Then he added, "And there's nothing you can do about it. Under compulsory school laws you can't bar me from school." In a grotesquely confused figure he mousetrapped me. And so assuming an enameled smile and talking to cover my retreat, I ate crow.

Do You Issue Orders Without Explanation?

While this question might be included under the general heading of "bossiness," it merits the special emphasis to be gained from being set apart. Of course there are circumstances in which orders not only *need* not be explained, but *should* not, or even *must* not.

Obviously, if a mad customer comes into the office with a gun it would be a work of supererogation to shout "run," and then follow with a full bill of particulars. In trivial, repetitious situations where someone is assigned the job of calling the shots, to explain each time would be tiresome, stupid, wasteful, a cultivation of the obvious. To paraphrase William James, habit is the flywheel of good administration. Aside from fanning the air, debating societies accomplish little business. The military say it well, "Councils of war never fight." And part of the administrator's salary is paid for taking the hazard of calling the final shot.

But in spite of all this, and in behalf of intelligent, willing, and comfortable co-operation, it is more than sound administrative common sense in many nonrepetitive activities to share reasons when issuing orders.

Do You Make Your Assignments Definite?

Who is to do what, by when, with whose help, having what authority, and to whom is the final delivery of reports, goods, or services, or what to be made? A common and too often valid excuse for failure to co-operate is, "I didn't know what he wanted me to do." Remember the old saw, "Well begun is half done"? There's no beginning well a vague assignment. Not that the making of an accurate, clear assignment is an easy job. Absolutely unmistakable language is almost an impossibility, even when thought is transparently clear. And transparently clear thought, to get a job correctly done, must be based on a correct analysis of the job.

Do You Double Check Your Work?

Occasionally I meet the man who made a mistake that might have ended all mistakes. He prepared a list of building projects for a school board. The board approved it. It appeared in the newspapers. It was printed. And then one day as he was answering the telephone, in a doodling mood he idly rechecked his addition. Yes, he had made a \$260,000 error, but to date no heads have fallen as a result. Apparently no one else had added the column.

The average person is extremely careless of his arithmetic. When I was a debate coach I used to advise my debaters, "Check all your opponents' arithmetic." A small mistake in figures can quickly be pounced on and used to destroy a good argument. Once, years ago, at a heated public meeting, I quoted attendance figures without checking or knowing whether they represented average daily attendance or membership for a month or a semester. I won't repeat that one again. A smart woman who probably did not have more than a sixth-grade education publicly skinned several yards off my hide. And a small, careless mistake can take the profit out of a job, even ruin a business, if the mistake once made repeats itself.

Most of us have a minor distaste for editing our own work. I know I do. But administrative common sense tells us that we should not sign important letters without reading them through, particularly if we mumble in dictation.

Do You Follow Up?

The Queen in *Alice in Wonderland* is painfully typical of the administrator who lacks follow up. "Off with her head," she shouts, and then goes about her business without checking as to whether the decapitation has been consummated. The competent administrator gives as many orders as necessary, but as few as possible. Then he takes due measure to see that they are carried out with a maximum of efficiency.

Do You Let Inconsequential Assignments Eat Up Your Time and Energy?

An article published years ago told how Kipling's neighbors protected him from bores and the idly curious by refusing to give information as to how to reach his house. Administrators who use their common sense protect their own time and energy in some similar fashion.

Let's take one type of inroad against these—the speaking engagement. The school superintendent frequently is a neighborhood, local, community, state, national lion. There are many who like to hear him roar. Let's be charitable and say that the majority honestly are interested in his message, want to know something about the schools and the man who leads them. But there are some who want free entertainment, who crave reflected importance, who would aggrandize their insufficiencies by commandeering the time of a public servant. Administrators, especially the newly arrived in a large city, if they did not quickly learn to say no, could devote all their time and energy to speechmaking. May I remark that however good the intentions of the audiences may be, it is scarcely fair or reasonable to expect an administrator to attend public functions night after night, and to do two days' work during the next workday.

And as for bores, do you hang a welcome sign outside your office, and take a full page advertisement in the classified section of the telephone directory? Do you permit sponsors of pie eating contests, or proprietors of monkey orchestras, or executive secretaries of organizations to implement world brotherhood through the singing of madrigals, or two-headed acrobats offering a "different kind of entertaining and instructive program for the junior high school level," to make your days sterile and hideous with interruptions? If you do, you score low on administrative common sense. Don't imitate Lincoln in this.

Do You Put First Things First?

In my university teaching days the school of which I was director was housed in an old mansion. All water pipes were of lead, and carried from floor to floor in clusters wrapped in soldered lead sheathing. Early one morning a pipe burst under a third floor washroom, with the result that small fountains squirted out of strange and far separated corners of the second and first floor ceilings, and rivulets trickled down the woodwork and ran down the halls. After the plumbers came I returned to my office consoled by their pounding. Suddenly it stopped, but the trickle and drip went on.

I found them sitting on the floor smoking. "He," they said, "told us to stop making noise." "He" was a foreign language teacher. "He" said German was more important than plumbing. They should wait

(Concluded on page 90)

INDUSTRIAL ARTS IN THE ELEMENTARY SCHOOL—Grades 1-6

*Claude E. Nihart**

Handwork with tools and materials in the elementary schools is not new. It has been carried on in many communities in the United States for more than half a century. However, the organization of the program and its purposes have almost entirely changed in recent years.

Formerly, elementary schools had separate manual-training rooms equipped with workbenches and tools. The work was taught by a trained teacher and time was set aside each week for shopwork. The course consisted of a graded set of useful articles, generally made of wood, beginning with very simple ones, using only a few tools, and gradually increasing in the difficulty of the work by the addition of new tools and new skills to be mastered.

The advocates of this program claimed such outcomes as the cultivation of general dexterity of the hands, training in habits of order and exactness, counteracting the evil physical effect of sitting still in the classroom, and cultivating a respect for rough bodily labor. This program was discontinued in many communities because, first, changes in the elementary school curriculum; second, the added expense of employing additional manual-training teachers; third, the development of the junior high schools; and fourth, the rigidity of the manual-education program which did not conform to modern educational philosophy.

Modern Industrial-Arts Program

A typical program of industrial arts in the modern elementary school differs widely from its predecessor. Instead of being carried on in a well-equipped shop room with a specialist in charge, it is carried on in the classroom with simple facilities for work under the direction of the regular classroom teacher. In the modern elementary school, children need to construct many articles of wood and other materials, growing out of the needs of the regular work in the classroom. Children also want to make seasonal gifts for friends and parents, provide conveniences for work or play, and help other children in construction activities.

In the Primary Grades

The most rapid growth of the industrial-

*Head Supervisor of Vocational and Practical Arts, Los Angeles City Schools, Los Angeles 15, Calif.



Fig. 1. Children in primary grades have use of portable tool carts which are taken from room to room.

arts program has been in the first, second, and third grades, where the manipulative work is closely related to that of the social studies. The work of the classroom generally centers in a subject theme. For example, in the primary grades this theme may be the home, the school, and the community. The community in which a school is located may have an airport, a railway terminal, a harbor, manufacturing plants, markets, and service stations. Or, it may be in a rural area surrounded by farms where the major industries, such as creameries, cheese factories, canneries, packing plants, etc., are closely related to agriculture.

Young children do not learn in the abstract. When studying and learning about the things that go to make up a community, they need something to give realism to their studies. Here the industrial-arts program makes its contribution.

Facilities. Schools are equipped with

portable tool carts (Fig. 1) which may be wheeled from room to room as need arises for construction work. Each cart contains small handsaws, hammers, files, braces, auger bits, hand drills, rules, try squares, and clamps.

Construction Work. To clarify concepts in studying about their community, children build miniature trucks, boats, trains, airplanes, service stations, barns, and also articles pertaining to the regular work of the classroom. These are used by the younger children in dramatic play.

Children work on sawhorses instead of benches. When sawing, they clamp pieces of wood on the sawhorse. Nailing, boring, and other tool operations also are done on the sawhorse. In mild, sunny weather the industrial-arts equipment is frequently moved out-of-doors so that the children may work in the open air.

The amount of construction work under-



Fig. 2. A typical group of pupils in the primary grades. Toys are favorite projects.

taken in any classroom is left to the discretion of the teacher.

In the Upper Grades

In most school systems, the industrial-arts program in the upper grades (fourth, fifth, and sixth) has progressed more slowly. This may be due to the difficulty of procuring proper facilities for the work and the lack of sufficient manipulative skill on the part of the classroom teacher; and in some instances, the school administration may not be "sold" on the value of industrial arts. Facilities for work pose a problem in the upper grades.

The Industrial-Arts Area. A classroom must have an area of sufficient size to accommodate a workbench with working space around it. In Los Angeles experimental workbenches have been developed by the supervisory staff for the industrial-arts area in upper-grade classrooms. Each bench (Fig. 3) is equipped with a two-sided raising-and-lowering tool panel supported by sash balances. It has cabinets underneath for the storage of supplies, additional hand tools, and lumber. Four small vises are clamped to the corners of the bench and may be removed when not in use. The bench is 30 in. high with a 36 by 60-in. maple top, and accommodates from four to six pupils. Only one bench is assigned to an area in a classroom

since not all children work on construction at the same time.

Another bench planned for the industrial-arts area is a modified salvaged wood-work bench fitted with storage cabinets underneath and a tool panel fastened to the back. Because of the reasonable cost of this bench, it is more extensively used than the larger experimental workbench.

The Instructional Program

The instructional program varies according to the interests of the pupils and the

capabilities of teachers. In upper grade classrooms pupils are allowed to plan and make projects of seasonal and personal interest in addition to construction work growing out of the social studies, science, and other academic subjects.

Projects and Activities Centering Around the Industrial-arts Area Seasonal Projects. At Christmas time it has been a tradition in our schools for boys and girls to make gifts for mothers and fathers. These gifts are greatly appreciated, especially if the articles have practical use and represent the child's best work. Simple and well-designed projects make fine gifts and provide educationally sound experiences in the use of materials and tools.

The making of seasonal projects should not be limited to boys. Girls enjoy working with tools and materials if there is proper motivation.

Six to eight weeks should be allowed for seasonal projects with each child working approximately one hour a week. A logical work period should be set aside with about one fifth of the class working at a time.

Personal Interest Projects. One important objective of education is to serve individual needs and interests. A certain amount of school time for work on individual projects is justifiable, especially when new facts, knowledges, and tool skills are being acquired. Providing opportunities to



Fig. 3. An industrial workshop in an upper-grade classroom. The work bench is equipped with a two-sided tool panel which may be raised or lowered. It is held by sash balances.

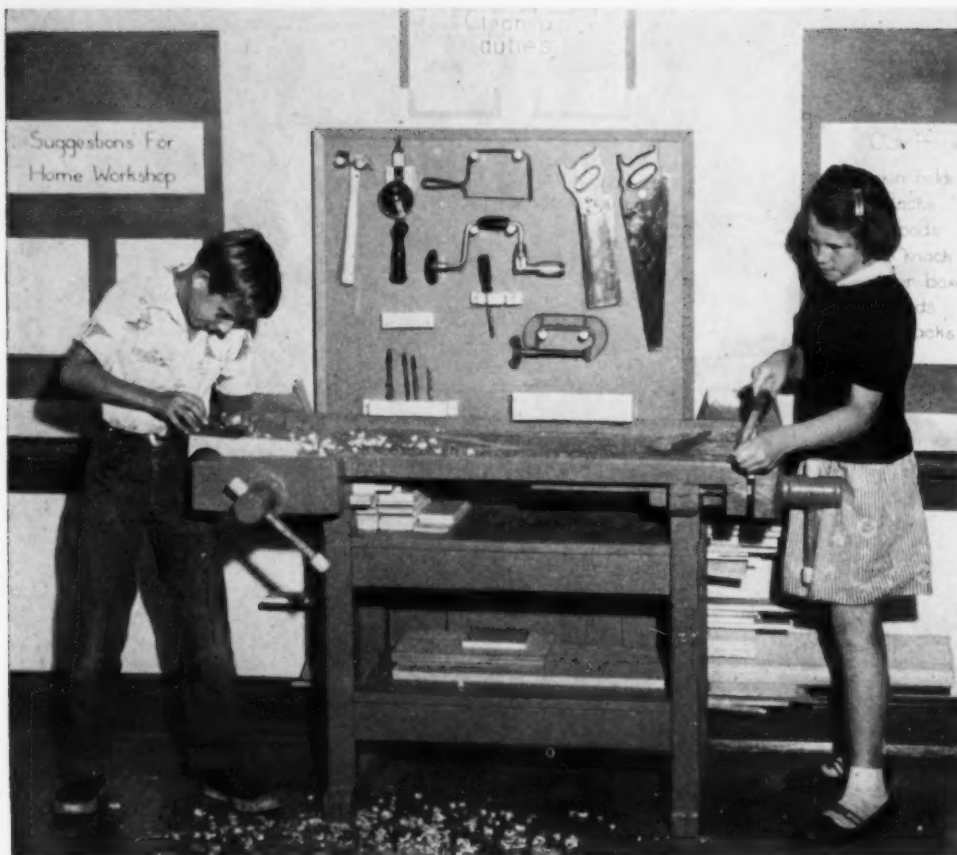


Fig. 4. Standard manual training benches are used in many of the upper grades.

follow individual interests sometimes makes the difference between success and failure in schoolwork. For the average boy or girl, personal interest projects many times necessitate reading for information, planning, solving problems, and measuring. All of these steps call for practical application of academic skills.

An example of the personal interest project is the model yacht built by the pupils and sailed in the city schools' annual regatta held in June of each year in one of the city parks. Many children have had the joy of building yachts and have felt the thrill of sailing competition.

Relation to Academic Work

Handicrafts. There are a number of handicrafts that can be carried on in the classroom or in the home workshop. These include copper tooling, silkscreen printing, leather tooling, leaf printing, and plastics.

Social Studies Projects. There are many worth-while construction problems found in the social studies. A definite amount of time is provided during the week to work on the various needs of a unit.

Because these needs are usually quite diversified, pupil committees are formed and work on the different problems. The industrial-arts area provides tools, materials, and space for the committees working on construction problems.

Music Projects. The making of rhythm

instruments by the sixth-grade children in the study of South America, for example, is a worth-while activity. Not only do the children use different kinds of tools in making the instruments, but they apply various art principles in decorating them.

Science Projects. There are many science activities and experiences necessary in the lives of children to answer the many questions about the world in which they live. Children sometimes miss these opportunities because of the lack of necessary equipment and apparatus. Some of the science projects that can be made are electromagnets, telegraph keys, cages, inset mounts, weather-station equipment, and similar projects.

The use of the industrial-arts area need not be limited to the foregoing activities, but should fill other legitimate needs of the individual, class, and school.

Supervision of Instruction

The need for supervision cannot be over-emphasized. The work of the elementary schools industrial-arts supervisor differs from that of the secondary school supervisor in that he works with classroom teachers who have had little or no training in the use of tools, while the secondary school supervisor works with teachers who are specialists in the industrial-arts field.

The training of classroom teachers in tool skills is a continuous process. In Los Angeles three full-time supervisors assist

teachers in 344 elementary schools. Not all of the 6000 teachers, who staff these schools, carry on industrial-arts work, but the number is increasing as supervision becomes more effective and as more teachers fill the need for enriched school programs.

A centrally located industrial-arts workshop is open at all times for teachers who wish instruction in the use of tools and help with construction problems. In-service training classes and workshop meetings are held in remote districts for teachers unable to travel to the central workshop.

Another responsibility of the industrial-arts supervisor is that of assisting the Curriculum Division staff in developing instructional materials for distribution to teachers.

Scope and Outcomes Summarized

1. The purposes and organization of the modern industrial-arts program differ radically from those of manual training.

2. Industrial arts in the primary grades in the Los Angeles Elementary Schools is closely related to the regular work of the classroom, generally centering in the social studies.

3. In the upper grades, the industrial-arts program is still in the experimental stage. Industrial-arts areas are being developed in a number of classrooms where there is space for a workbench. In addition to construction work related to the social studies, a variety of projects are undertaken — seasonal, personal interest, music, science, and handicraft.

4. The tools and facilities needed for industrial-arts work in the classrooms are relatively inexpensive when compared with those used in other school activities.

5. The key to a successful industrial-arts program in the elementary schools is adequate supervision. The classroom teacher must be trained to use and care for tools and she also must be provided with instructional materials.

6. The industrial-arts program develops ability for thinking, expressing self, planning, solving problems in construction, skill in the use of tools, safety in the use of tools, thrift and economy in the use of materials, working with accuracy and precision, working for practical purpose, and appreciating a job well done.

Tools Used in the Upper Grades

- | | |
|--|-----------------------------------|
| (2) 16-in. crosscut saws | (1) 8-in. half-round cabinet file |
| (1) 10-in. hacksaw | (1) 8-in. slim taper file |
| (2) 7-oz. hammers | (1) 8-in. rattrail file |
| (2) 6-in. try squares | (4) file handles for 8-in. files |
| (2) 4-in. C clamps | (1) file card |
| (2) block planes | (1) nail set |
| (1) hand drill | (1) countersink |
| (1) each, straight shank drills, $\frac{3}{8}$, $\frac{3}{16}$, and $\frac{1}{4}$ in. | (1) pair side-cutting pliers |
| (1) brace 8-in. swing. | (1) 2-in. screw driver |
| (1) set dowel bits, $\frac{3}{4}$, $\frac{3}{8}$, $\frac{1}{2}$, $\frac{3}{16}$, 1 in. | (1) pair tin snips |
| (2) coping saws | (1) marking gauge |
| (1) scratch awl | (2) 12-in. rules |
| (1) 8-in. mill file | (1) spokeshave |
| | (1) compass saw |

Equipment

- | | |
|-----------------------|-----------------|
| (1) woodworking bench | (2) bench hooks |
| (2) sawhorses | (1) miter box |

The Development of Written Board Policies

*Floyd A. Miller**

Nationwide, an upsurge of interest is apparent in the status and functions of local boards of education and in the policies by which these boards operate. Among the many reasons for this accelerated interest, two seem especially significant. First of all, there is increased recognition of the importance of boards of education to the American system of locally controlled public schools and the place of such boards in the democratic process. Secondly, the functions of these lay educational officials are inherently more commanding of a solid and continuous interest as communities become more alert to the purposes and possibilities of their schools.

From the time of the organization of the first board of education to the present time, school boards have had policies. These policies have not been expressed in writing in many instances, and certainly they seldom have been organized into a statement for publication. By and large, the practice of having written policies has been and still is "more honored in the breach than in the observance."

Of the many reasons underlying the need for writing and publishing board policies, there are two which, because of their significance to the American educational scene, seem to argue with particular vigor for the practice. The first relates to the fact that the board of education is representative of the people and, therefore, answerable to the people. The second stems from the nomadic character of the superintendent of schools, especially in the smaller school systems, which results from his desire of advancement and often from his lack of security and tenure.

The Underlying Reasons

Basic to the first reason is the fact that the public schools belong to the people who have the right to know what policies the board holds with respect to the operation of their schools. Knowing these policies, the people can determine how well they are being administered and whether actions of school personnel are in accord with those policies. Published policies are part and parcel of the kind of public relations which can win public support and which can nullify or even present organized as well as unorganized

attacks on our schools. There should be no "iron curtain" about any public business; the doors to the board should be open, and the record should be on the table.

As for the second reason, it is recognized that the superintendent of schools, regardless of his merit, will always be a target for attack in varying degrees. However, sound policies known and understood by the people can do much to relieve the pressure on this individual and modify the "whipping boy" status which he too often holds. The importance of education in a democracy is so fundamental that democracy itself is threatened if school superintendents are harassed in their positions and denied the necessary tenure to permit planning and executing programs.

Other reasons for developing written policies are perhaps more specific. Since the policies of the board of education determine the nature and extent of the educational program, it follows that sound, well-written board policies can do much to improve local school programs. At the same time, many of the petty irritations which often plague board members and superintendents can be avoided by having clear-cut policies which have been thought through on a professional basis prior to the appearance of problems and without the emotions and pressures which are involved when dealing with actual situations and with personalities. Equally important is the fact that written board policies help give stability, continuity, and economy to a school program. When policies are definitely stated, the program is less subject to the individual notions of administrators and board members and does not shift about with every change of personnel. Thus, the program becomes more of a community school program, which is as it should be. Long-range planning can be substituted for the opportunistic practices which are sometimes followed, and the needs of the educational program can accordingly take priority over expediency. In addition, there can be a real economy of time, effort, and money if good, sound, business methods and procedures are followed — methods and procedures which are incorporated in the board policies.

Effects of Poor Policies

Examples of situations resulting from poor policies or no policies are unnecessary

here, except as those examples emphasize the need for written statements. Currently, the matter of school entrance is pertinent in Nebraska because of recent legislation concerned with the age of pupils entering kindergarten and first grade and with the provision of tests for those who are not old enough to be admitted to the kindergarten. Recent years have also witnessed several unfortunate situations centering around such matters as dismissal practices, graduation activities, and the political freedom of school personnel. Community dissatisfactions and the unfavorable publicity resulting from these situations could have been avoided through appropriate board policies. A growing awareness of this important potentiality of written policies on the part of lay people as well as school officials accounts in large part for the state's interest in developing such policies.

Other factors in the Nebraska picture have also contributed to state interest in board policies. Three years ago, a voluntary organization of schools was formed for the major purpose of sharing best practices. This group is known as the Nebraska Cooperative School Study Council. One of the major committee assignments of this organization has been on school board policies. The Nebraska State School Boards Association also lent impetus to this growing interest when it revised its handbook for board members and when it devoted one session of its 1952 annual convention to a consideration of policy development. Another significant factor has been the influence of the State Accreditation Program now operating in its present form for the second year and concerned with elementary as well as secondary schools. This Program has a complete section on school board policies in its published criteria.

Nebraska State Department Helps

Since the Nebraska Department of Public Instruction has a major responsibility in accrediting schools, and since its staff members are in close contact with superintendents and boards of education, it believes that the Department should provide leadership and assistance in the development of board policies. For that reason, the writer, in co-operation with members of the Department, set about to develop a brief bulletin which had the following as its purposes: (1) to suggest some guiding principles in the development

*Director of Supervision and Curriculum, Nebraska State Department of Public Instruction, Lincoln, Neb.

of board policies; (2) to name some important areas to be included; (3) to propose some methods to be used; and (4) to list some helpful materials.

Because some of the statements and suggestions may be useful to school administrators and board members in other states, parts of the bulletin which seem appropriate are reproduced at this point.

To avoid haphazardness, narrowness, and rigidity, and to provide guidance in policy formation, the following principles are suggested:

1. The ultimate goal of any board of education policy is the improvement of instruction for children.
2. A careful consideration of the purposes of the school is basic to the development of board policies.
3. Policies should conform to the basic principle that the proper functions of boards of education are those of policy making and appraisal. The mechanics and details of carrying out policies and dealing with school personnel should be delegated to the superintendent of schools.
4. In developing board policies, the following factors should be considered: the requirements of law and of accreditation, the principles involved in sound educational practice, and the customs and traditions of the local community.
5. Board policies should be the result of co-operation between the administration and the board of education, and opportunities should be considered for bringing faculty members, patrons, and, to some extent, student representatives into the process.
6. In formulating policies an overabundance of detail should be avoided and flexibility should be striven for, so that rigid statements which rule out justice and common sense will not result.
7. The development of policies should not be a hurried affair, and time and effort should be allotted in proportion to the importance of the task.
8. Policies should be periodically and consistently reviewed in order that changes can be made when policies do not contribute effectively to good school organization and instruction.

The writer, from his study of board attempts to produce written policies, feels that the results vary between two extremes, ranging from reproductions of sections of textbooks in school administration to meager collections of miscellany. To avoid approaching either of these extremes, an outline or a pattern of organization is necessary so that policies can be developed in major areas. The outline which follows lists seven such areas and suggests topics which might well be included in each area. It is not intended that the list of topics be considered as comprehensive, but rather that it be thought of as a reasonable point of departure for the administrator and the board of education.

1. *Purposes of the School* (philosophy). Goals and objectives of the school; special functions of the school in the particular community.

2. *Policies Affecting Pupils*. School entrance or admission, kindergarten, transfer, etc.; records and transcripts; pupil classification; health examinations; attendance; transportation, tuition; use of school equipment and materials; pupil driving; pupil handbook; class trips and excursions; money raising activities; pupil class load; graduation requirements; honors and scholarships; commencement activities; discipline, suspension, expulsion, readmission.

3. *Policies Affecting Employed Personnel* (Certificated and Noncertificated). Election; re-election; dismissal; retirement; salary schedules; induction; sick leave; absences other than for illness; substitute teaching; hours; responsibility and authority; disciplinary procedures; in-service training; community service; liability and compensation insurance; length of school term; term of employment as related to school term; holidays; attendance at professional meetings and other factors of professional growth; extra expenses incurred in performance of duties.

4. *Policies Affecting School Property and Buildings*. Use of school buildings and equipment during school year, during summer, by school groups, church groups, commercial groups; insurance; long-term renovation and maintenance.

5. *Policies Affecting Patrons*. Entrance age of pupils; registrations; visitation; reporting; attendance; public relations.

6. *Policies Affecting Purchasing and Accounting*. Developing, supplying, and controlling a budget; long-term plan of procuring supplies and equipment; bonding; auditing; monthly reports of superintendents; activity fund; lunchroom organization; yearly report of board.

7. *Policies Directly Affecting Board of Education*. Meetings, attendance, order of business; records; committee assignments and functions; duties and functions of board; delegation of authority and responsibility; public relations; membership in and attendance at meetings of State School Boards Association; expenses involved in attending to school business.

The development of board policies should be a co-operative process involving administrators, board members, teachers, patrons, and, in some instances, students. The major responsibility for providing the necessary leadership in this process lies with the superintendent of schools. To carry out this responsibility effectively, the superintendent needs: (1) to see the advantages of having written policies; (2) to have in mind certain fundamental principles and understandings, (3) to be acquainted with certain fundamental materials and to make them available to the board, and (4) to enlist the services of other people in such a way as to secure a maximum contribution from them.

Good and Poor Approaches

Methods and procedures will vary from school to school. In some instances an administrator may prefer to arrange for a meeting involving representatives of all

interested groups for the purpose of considering such items as the purposes and objectives of education and the basic needs and developmental tasks of children. Such an approach would seem to be particularly helpful in defining the purposes of the local school and in setting up high school graduation requirements.

Another approach might be through a careful review and analysis of the written minutes of previous board meetings. If the minutes have been carefully kept, they will, from time to time, show a record of policies or of actions based upon policy patterns. These policy statements can be related and classified within the areas previously suggested.

Other administrators may begin by collecting a number of policies of other boards of education for study and analysis. This can be very helpful, as many of the elements which call for written policies are common to all schools. However, this type of approach should be used with caution, as it might develop into a "scissors and paste" method, which could result in a collection of imitations not fitted to the local situation. At the same time, this method denies the satisfaction and growth which come to a group from an original and co-operative effort in attacking problems and coming up with workable solutions.

Publications of state departments of education and of accrediting agencies often contain specific statements which, in themselves, are policies or which can easily be extended to become policies. For example, one of the criteria for accredited schools in Nebraska provides that "the board authorizes the superintendent to prepare and present an annual budget which it studies, modifies if desirable, and adopts."

The Test of Policies

In the actual writing of policy statements, the question should frequently be asked, "How are we doing?" To find the answer to this question, it is important to try to harmonize each statement with the basic guiding principles. Is the statement in agreement with the purposes of the school? Is it sound in terms of good educational practice? Does it provide effectively for the welfare of children? Is it flexible without being too general? Is it in keeping with the requirements of law? Does it satisfy the accreditation standards which apply to the school? Will it "make sense" to the community?

There are many published materials which are useful in the development of policies. The superintendent will find some which are particularly helpful to him as he carries out his leadership function. There are others which are quite suitable for use by individual board members.

Perhaps, first of all, attention should be given to pertinent statements found in the statutes and in the criteria of accreditation with which the school is concerned. Any

(Concluded on page 92)



The Law, the Teacher, and the Child—VIII

Milton J. Cohler, Ph.D.*

(Conclusion)



The adult who enters a school for children or youth voluntarily places himself under the identical jurisdiction to which the other pupils are amenable, and consequently becomes subject to the same rules and regulations.⁵⁴ If the school administration sees fit so to rule, adulthood of the pupil makes no difference.

Though the teacher stands *in loco parentis* with respect to his pupil, the parent retains a good measure of control over his child even in school. Hence, a child may not be punished for refusing to do what the parent has specifically prohibited him from doing.⁵⁵ This suggests a conflict of authority and the need for examining such conflicts very carefully to make sure that any action taken in such a case be the result of an agreement with the parent, or clearly necessary for the direct benefit of the school.

The control of the child's religious observances lies clearly outside of the authority of the school, and the school may not make any requirements which infringe upon the parent's authority over the child's religious observance—even if the school authorities think that the particular requirement is essential in the teaching of citizenship. When there is a conflict of opinion between the school authority as it relates to curriculum and the parental authority as it relates to religious observance, a question of constitutional rights of individuals arises. Hence the school's statutory authority to prescribe curriculum defers to the constitutional question, and the courts step in to decide what may be included in the curriculum. Thus, a board of education may not require a pupil to salute the flag if his religion prohibits such a practice, because it would violate the constitutional right of freedom of religion.⁵⁶

The application of all these principles concerned with the legality of rules and punishments must be examined continuously in the light of changing views on the reasonable rules and punishment. School rules that were reasonable in a by-gone day would be absurd if not downright unreasonable examined in the matrix of present society and acceptable educational

principle. Punishment which was one of the mainstays of motivation in the past is now at last resort, a tacit admission of failure, or at best a method of negative conditioning. The schoolmaster of fiction and musty record who maintained his dignity and status through superior authority enforced with the rod and after-school detention has been supplanted by the teacher who achieves rapport through a sympathetic understanding of child development and expertness in practical educational psychology.

Confidential Character of Teacher-Pupil Relationship

Since the teacher is entrusted with the care and custody of his pupils for certain limited purposes, the information the teacher secures about the pupil and the trust of the teacher built up in the pupil may be utilized only for the purposes intended.⁵⁷ There is a confidential relationship established between teacher and pupil which exists in school and extends beyond the school premises and school term.⁵⁸

When a pupil arrives in school he comes under the custody of the teacher who may not delegate or give up this trust to an unauthorized person.⁵⁹ Thus a teacher who takes a group of pupils on an educational tour is expected to accompany the group personally, and not to turn the group over to the charge of the personnel of the institution being visited. If the situation demands that the visiting class be split up into small groups that will go their separate ways, it is desirable to have a democratic system of control set up beforehand for each group, and to have each institutional staff member who leads

one of the groups given instructions concerning the control of that group. With primary-grade children, nothing less than direct supervision by the teacher appears adequate. The teacher may not delegate the custody of children to a nonteaching member of the school staff. A member of the maintenance staff may not be delegated to take charge of children during lunch time or other recess periods. If a tour of the heating and ventilating plant is undertaken, the teacher should supervise the tour.

Reasonable care to ascertain that the custody of a pupil is not given up to the wrong person is essential. Occasionally it is necessary for a parent to take his child from school during school hours. The teacher who can manage to become acquainted personally with the parents of his pupils will find no difficulty when such an occasion arises; but personal contacts with parents are not always feasible. Thus special administrative devices should be employed to identify the authorized custodian of a child for the times that the need arises. An enrollment card that indicates the parents with whom the child is living at the time of enrollment will avoid many difficult situations for the principal in connection with children from broken homes. Unless legal notice is served upon the school that the parental relationship has changed, only the enrollment card need be consulted to determine who are the authorized parents.

An adult who wants to take a child from school should be allowed to do so only in the presence of the authorized administrator who takes reasonable precautions to identify the adult and his authorization. Police officers who want to question a pupil at school should be permitted to do so only in the presence of the authorized administrator who makes sure that the child's constitutional rights are not violated. The arrest of a pupil at school should not be allowed by the principal without a duly executed warrant, unless the pupil is accused of a felony or has committed a misdemeanor in the presence of the arresting officer. In these two latter instances the principal is obliged to co-operate with the police.

Information about a pupil may be given only to an authorized person or agency. The neighbor who wants to get information about her child's playmate or

* Principal of the Sullivan High School, Chicago, Ill.

⁵⁴*State v. Mizer*, 45 Iowa 248, 24 Am. Rep. 769.

⁵⁵*Morrow v. Wood*, 35 Wis. 59, 17 Am. Reep. 471.

⁵⁶*West Virginia State Board of Education v. Barnette*, 319 U. S. 624 (1943).

⁵⁷25 C. J. 1119: "... It (the fiduciary relation) exists in all cases where there has been a special confidence reposed in one who in equity and good conscience is bound to act in good faith, and with due regard to the interests of the one reposing the confidence. It arises whenever a trust, continuous or temporary, is specially reposed in the skill or integrity of another, or the property or pecuniary interest, in whole or in part, or the bodily custody of one person's place in the charge of another."

⁵⁸*State v. Hesterly*, 182 Mo. 16, 81 S. W. 624, 103 Am. St. Rep. 634. "The confidential relation of teacher and pupil exists as well after the child reaches home as it does in the schoolroom. It exists on Sunday as well as on the school day. The evil intended to be prevented is the abuse of the confidential relation, and that exists wherever they may be, and on all occasions, as long as the relation of teacher and pupil is in existence. ... We can conceive of the creation of no higher trust than that of parents confiding the care of their children to the teacher."

⁵⁹*Supra*, note 23.

antagonist must be denied such information just as surely as it is denied to an unauthorized person trying to gather evidence for a lawsuit, or a landlord wanting to locate a tenant who has left without paying the rent. The teacher who learns the religious sect to which a pupil belongs acquires that information as an incident in the secular education of the pupil. He is abusing a confidence if he uses it to inform others, even if it is for a purpose that is socially desirable, in the opinion of the teacher.⁶⁰

On the other hand the employer who asks for a school record of a given pupil, or the school or college that asks for a transcript of record is presumed to be doing it on the authorization of the pupil. The social agency which asks for information from the school is gathering data about the family which was presumably authorized by the parent who made the contact. The school administrator who is in doubt about this point should check with the agency. When a court subpoenas the teacher and the school record the teacher is expected to comply. Since information the teacher has about a child has not been legally established as privileged, any objection to answering questions should be left to the pupil's attorney and the court's decision.

The teacher who gives other teachers of the child information deemed to be desirable in the education of the child is entirely within his rights. Gossip or open discussion of the very confidential matters pertaining to a pupil and his family is an abuse of confidence, and could be libelous, whether the statement is true or untrue.

School Attendance

Any child of school age has a constitutional right to attend school in the district of his residence on the same basis as other children in that district.⁶¹ School age is defined by statute; so it is necessary for the administrator to know the statute for his state. Residence for school purposes is any place where the child resides for bona fide purposes other than school attendance. It is not necessarily the legal residence of his parent or guardian. It may be an institutional or private home outside of the school district of the parent's or guardian's residence.⁶² Attendance at school outside of the district of bona fide residence is governed entirely by statute.

The right to attend school does not imply the right to attend a particular school in the district. The board of edu-

cation may divide the district into sub-districts and make rules for its administrators to follow in assigning pupils to schools within the district. The rules may be based on any reasonable classification that is applied uniformly to all children of a particular class. Although geographical location of residence is the commonest basis of classification, other methods could be used.⁶³ A pupil with a particular kind of mental or physical handicap which interferes with the progress of normal children could be required to attend a special school or class in the district, if a suitable means of transportation were provided.⁶⁴ Children with severe handicaps which interfere with the progress of classwork may even be excluded at the discretion of the administrative authority.⁶⁵

The right to expel a pupil from school is vested in the board of education and is sometimes regulated by statute. Where there is a statute on the subject its provisions regulate the procedure. Even where a statute is lacking it has been held that the pupil has a right to a hearing on the facts by the board of education.⁶⁶ The school principal may suspend a pupil pending the time when the board of education can act; but he has no legal right to expel a pupil for misconduct without board of education approval. Temporary suspension according to the rules of the board of education is considered a reasonable discipline procedure.⁶⁷ It is not in conflict with the statutes.

Parents and the Curriculum

The school has a right to require the pupil to follow a prescribed curriculum as a condition of attendance, since the curriculum is approved by the board of education. Where the statute sets out certain required courses, it takes away from the parent the right to choose the studies his child may elect. Lacking a statutory requirement, the weight of judicial authority is on the side of the parent having the right to decide what subjects his child shall pursue.⁶⁸ Even in the matter of Bible reading, about which the decisions are in hopeless confusion, the weight of judicial opinion appears to uphold the right of a board of education to include it as part of the required curriculum, if it is done without comment.⁶⁹ Whether this would be considered non-religious under a recent ruling requiring a complete separation of religious instruction from the public schools⁷⁰ is a matter

not yet readjudicated; hence still seriously in doubt. The compulsory flag salute, on the other hand, has been barred as an unwarranted infringement on religious liberty in a recent decision on the question.⁷¹

The problem of compulsory vaccination as a condition of school attendance has also resulted in some differences of judicial opinion. The weight of judicial opinion indicates that boards of education may not require vaccination. When there is, in the opinion of the local health authority, a situation endangering the public health, the police power of the health authority may be invoked to require vaccination of pupils as a condition of attendance. Statutes requiring vaccination as a condition of admission to school have been uniformly declared constitutional.⁷² A pupil legally excluded for failure to be vaccinated may be the subject of prosecution under the compulsory attendance statutes.⁷³

Compulsory attendance is regulated by statutes which have been upheld uniformly against attacks on their constitutionality. The courts have declared that the state maintains schools in order to increase the usefulness of citizens upon which government depends; hence compulsory attendance at school is serving a state purpose which is not an unwarranted infringement on personal liberty.⁷⁴ The teacher is charged by the statutes with certain duties in the enforcement of the law — chiefly in keeping an accurate record of attendance and co-operating with school officers charged with attendance enforcement. Hence, the teacher may adopt reasonable rules for carrying out the charge placed upon him.

Conclusion

Problems of the teacher-pupil relationship involving a legal issue are obviously numerous and frequent. Some are so complicated that their solution must await expert professional legal advice. Even though American jurisprudence is based on precedent, conditions change and precedent does not serve as a complete guide. Hence the law is always in the process of change and growth due to new situations and conditions arising. Thus the answer to some problems must await actual solution in court.

The practical situations given in this paper are necessarily the results of those arising in the experience of the author and the legal literature, with the limitation placed on them by the author's selective judgment. An effort has been made to select situations that illustrate legal principles which may be a guide to all legal-educational problems of the teacher-pupil relationship.

⁷¹*West Virginia State Board of Education v. Barnette*, 319 U. S. 624 (1943).

⁷²*Bissell v. Davison*, 65 Conn. 183, 32 A 348, 29 L. R. A. 251.

⁷³*State v. Drew*, 89 N. H. 54, 192 A. 629.

⁷⁴*Stephens v. Bongart*, 15 N. J. Misc. 80, 189 A. 131.

⁶⁰*Harfst v. Hoegen*, 163 S.W. 2nd 609, 141 A. L. R. 1136. "... the school board may not employ its power to enforce religious worship by children even in the faith of their parents."

⁶¹*Cline v. Knight*, 137 P (2nd) 680. "Residence entitling a child to school privileges is construed in a liberal sense as meaning to live in, or be an inhabitant of, a school district, and it is sufficient if the child and its parents, or the person in loco parentis, are actually resident in the district, with apparently no purpose of removal."

⁶²*Mariadahl Children's Home v. Bellegarde School District No. 23*, 163 Kan. 49, 180 P. (2nd) 612.

⁶³*State ex rel. Lewis et al v. Board of Education of Wilmington School District et al.*, 28 N. E. (2nd) 496.

⁶⁴*State v. Christ*, 222 Iowa 1069, 270 N. W. 376.

⁶⁵*State ex rel. Beattie v. Board of Education of the City of Antigo*, 169 Wis. 231, 172 N. W. 153.

⁶⁶*Bishop v. Inhabitants of Rowley*, 165 Mass. 460, 43 N. E. 191.

⁶⁷*State v. Burton*, 45 Wis. 150.

⁶⁸*Trustees of Schools v. People ex rel.*, Van Allen, 87 Ill. 303, 29 Am. Rep. 55.

⁶⁹*Kaplan v. Independent School District of Virginia et al.*, 171 Minn. 142, 214 N. W. 18, 57 A. L. R. 185. Contains a review of the decisions on the subject.

⁷⁰*McCullom v. Board of Education of School District No. 71 of Champaign County, Illinois*. U. S. Supreme Court decisions of March, 1948.

Procedures for Dismissing Teachers

Lloyd E. McCann, Ed.D.*

Well-considered and well-defined dismissal procedures promote fair and even tempered decisions on questions of dismissing teachers. The use of competent professional legal services in conducting the hearing also promotes the objectives of fairness and public confidence. But there does not appear to be any foolproof formula. No procedure can always be expected to give the teacher a fair hearing, or to insure decisions which are forever safe from legal attack, or to promote desirable public relations every time. Still, dismissals require, "a fair and open hearing — essential alike to the legal validity of the administrative regulation and to the maintenance of public confidence in the value and soundness of this important governmental process."¹

School board policies dealing with the dismissal of teachers grade slowly from the technical requirements of the law toward consideration of local rules which promote desirable social policy. The law is sometimes referred to as a codified statement of approved patterns of social behavior. Beyond the law there is a great body of custom and tradition, not yet codified, under which the schools are managed.

The desirability of extending board policies to include social objectives was given judicial approval in a recent Ohio case. The board of education at Cleveland was faced with the question of dismissing a teacher under the terms of a new teacher-tenure law. Before conducting the dismissal hearing the board requested the attorney general of Ohio to give an opinion on the proper legal procedure. On the appeal of the dismissal to the courts, the opinion of the attorney general was quoted with approval by the Ohio Court of Common Pleas which said,

(The attorney general) outlined four principal concepts which should be borne in mind by a board or quasi-judicial body in the conduct of a hearing involving rights and property:

First, the common law ideal of fair procedure including the requirement of sworn testimony, cross examination, rebuttal, formal introduction of evidence, right of subpoena, etc.

Second, admission of only trustworthy evidence, such as is generally understood under our system of government and jurisprudence.

Third, the shielding, for social reasons, of cer-

* Assistant Professor of Education, University of Arkansas, Fayetteville, Ark. This is the second of two articles. The first paper was printed on page 21 of the July JOURNAL.

tain so-called privileged communications had in confidential relationships.

Fourth, Protection to the witness from requirement of self-incrimination or involuntary confession.²

Not all courts would agree that the principles suggested in this quotation are required as matters of law. Is the teacher subject to involuntary interrogation? Is the teacher secure from the requirements of self-incrimination? Both a sense of fairness and desirable public relations would seem to demand that the teacher be protected. Yet a California court has pointed out that in dismissal hearings the burden of proof does not rest entirely on the school board.³ Dismissal hearings are not criminal actions, and the teacher is said to have some responsibility for explaining the conduct complained of. Sworn evidence not refuted in this California case, was held to establish the cause alleged.

Hearings are not required under all circumstances. They are necessary in some jurisdictions only when the cause for dismissal is a personal one relating to the teacher himself. A hearing need not be held if the statute permits dismissal because an appropriation is exhausted or the school enrollment has declined.⁴ When these events occur, the teacher may be dismissed without a hearing. Similarly, if a teacher's contract is void or if a teacher breaches a contract, the board may so declare without a hearing.⁵ However, a hearing must be held if it is doubtful whether the acts of a teacher amount to a breach of contract.⁶

Three Methods of Establishing Dismissal Policy

These qualifications of the statement quoted from the Ohio court illustrate the ramifications which must be considered in planning a desirable dismissal procedure. There appear to be three practical means of establishing such procedures: (1) securing court decisions in doubtful issues; (2) amendment of the statutes; and (3) adoption of policies by local school boards.

There is some advantage in obtaining court decisions, since the policies stated by the courts are uniform over an entire state. On the other hand, the method of defining policy by court decision is time consuming, expensive, and often unsatisfactory. The first duty of the courts is to determine

substantial justice for the litigants rather than to establish a pattern of legal precedent. Consequently there is no assurance that the appeal of dismissal cases to higher courts will result in a line of decisions which will outline a desirable dismissal procedure.

Statutory amendment avoids some of the difficulties found in the definition of school policy through court decisions. The method is less expensive and less time consuming, although these points may be counterbalanced to some extent by the difficulty of getting legislation passed. Unfortunately, new statutes often require court interpretations to make them effective, especially when bill drafters attempt to flourish their literary skill in phrasing new statutes in novel language however appropriate. The language of the law tends to acquire a technical meaning well understood by practicing attorneys and the courts. While the use of established terms makes an appeal less frequently necessary, statutes dealing with new subjects may none the less require eventual judicial interpretation.

Both statutes and court decisions have the characteristic of stability. Thus policies defined by the law can be applied consistently over a period of years, but they are hard to change whenever change appears desirable. Of necessity legal statements give only the outlines for a policy. Exigencies which are not covered by the law must be dealt with in some other way.

Statements of board policies have contrasting characteristics. They are comparatively inexpensive and easy to enact. They may easily be changed to fit new circumstances. Phraseology used in stating board regulations lacks uniformity. It is difficult to state board policies in language having a universal interpretation, and it is possible for disputes to arise over the meaning of the statements of local regulations.

Statements of Board Policy Desirable

In spite of these observations, statements of board policies regarding dismissals is the method most available to local school boards. Alert board members and school administrators can and should use the methods of judicial definition and statutory enactment to secure clear statements of the legal requirements for valid dismissals whenever the opportunity to use

these methods occurs. But the determination of policy for the local school system is within the means of every school board empowered to adopt its own rules and regulations.

To be sure, there is some possibility that written statements of board policies on too many subjects may finally result in a cumbersome document. This is the same argument which is sometimes advanced against having any written statement of board policy at all, and it is opposed by the overwhelming body of opinion on desirable administrative procedure. The objection is largely met by an organization of the administrative documents of the board into categories in which the ordinary rules and regulations of the board are kept separate from statements in which the board defines its policy for dealing with specific school problems.

In any case, unless the statutes and court decisions of an individual state definitely outline the necessary procedure to be followed in dismissing teachers, there are advantages in adopting written statements of board policy on dismissals long in advance of any use for them. It is harder to charge a board with being arbitrary and capricious when the members are following a well-established procedure. Few measures are better calculated to insure fairness in a hearing and to secure public approval for a decision reached in a fair hearing than following a set of positive regulations. Moreover, school-board members are public officers.⁷ As such their acts are legally presumed to be carried out in accordance with the law.⁸ This presumption is particularly well regarded when board action is taken under rules which are of long standing.⁹

Content of Policy Statement

Desirable policy statements may be based upon court decisions which outline minimum requirements for a dismissal hearing. Such statements will protect the board from adverse rulings by courts which follow the decisions in question. On the other hand, there can be no legal objection to these requirements in those states where judicial opinion allows the school board to choose its own hearing procedure. From the standpoint of school policy, there is no objection to such rules if they in fact promote orderly proceedings and protect the rights of the parties. The adoption of fair rules of procedure is likely to appeal to the public as an appropriate exercise of the board's powers, and a proper consideration for the rights and position of the teacher.

Both desirable school policy and judicial precedents emphasize these points in the statement of board policy regarding the dismissal of teachers:

1. Conditions should be stated under which a hearing will be held. These should include all questions of dismissal in which

the facts are in dispute or the rights of a teacher are threatened. Questions involving such matters as void contracts may be excluded in some jurisdictions.

2. An informal preliminary of the facts should be conducted, either by a board committee or by administrative personnel of the school. This is an appropriate time for the school attorney to become active if he has not already been consulted on the need for a hearing. This investigation is really an examination of the facts to see whether a case for dismissal exists, and should be conducted without fanfare. It consists of gathering the evidence and evaluating it in the light of the law.

3. If the statutes require any specific action such as the recommendation of the superintendent regarding dismissal, this step should be carried out.

4. The complaint should be formulated and the notice of charges should be given the teacher. This is another suitable task for the school attorney. In any case the complaint should be reasonably specific with regard to the acts or omissions charged, and these acts or omissions should have a definite relationship to the legal requirements for dismissal.

5. A date should be set for the hearing, and provisions should be made for postponements or adjournments of the hearing. The teacher should be allowed adequate time to prepare a defense.

6. The school attorney, a board member, or other person should be appointed to conduct the case for the board.

7. At the hearing itself, the teacher should have the opportunity to be present with his attorney. The complaint should be read and the teacher should have an opportunity to answer—to admit or deny the contents of the complaint. Evidence in support of the charge should be presented.

Everything which is to be considered should be brought out at the hearing. The teacher should be permitted to introduce evidence in her own behalf. Cross examination of witnesses should be permitted. Witnesses should be sworn. If there is any doubt as to the power of the board to administer oaths, an office having that power should be in attendance. Arguments by counsel should be permitted.

8. The public should be excluded from the hearing in appropriate cases if the laws of the state permit and the nature of the hearing or of the evidence is such that the public interest would be promoted. The teacher and his attorney should be present even at a closed hearing. The fact that the public is excluded should not be permitted to restrict the exercise of any of the teacher's rights.

9. If state laws permit, the board should consider its decision in private. When a decision has been reached, the board should be reconvened and the decision should be announced and delivered to the teacher.

10. The findings of the board should be stated both in terms of (1) acts or omissions of the teacher found to be substantiated; and (2) the applicability of these findings to the legal requirements for dismissal.

CITATIONS

¹*Morgan v. United States*, 304 U. S. 1; 82 L. Ed. 1129; 58 S. Ct. 773.

²*Applebaum v. Wulff*, 95 N. E. 2d 19.

³*Gaderer v. Grossmont Union High School District*, 124 Cal. A. 685; 13 P. 2d 401.

⁴*Funston v. School District Board*, 130 Or. 82; 278 P. 1075; 63 A. L. R. 1410.

⁵*Bump v. Union High School*, 144 Or. 200; 24 P. 2d 330; *Foreman v. School District*, 81 Or. 587; 159 P. 1155.

⁶*Ibid.*

⁷*City of Louisville v. Commonwealth*, 134 Ky. 488; 121 S. W. 411.

⁸*Benson v. Inhabitants of Town of Newfield*, 136 Me. 18; 1 A. 2d 227.

⁹*Ortega v. Otero*, 48 N. W. 588; 154 P. 2d 252; *State Board of Education v. Carwile*, 169 Va. 663; 194 S. E. 885.



Knitting is a useful industrial arts activity in the elementary schools of Utica, New York.

How Fare the Nation's Schools?

Elaine Exton

At this critical juncture in history when the nation's need for responsible citizens is urgent and more Americans are attending school than ever before, it seems pertinent to inquire whether the public schools have the financial means to provide an effective education for the country's youth. There is disturbing evidence that in many places the problems of securing a qualified teaching staff and the educational facilities basic to a good program of instruction are far from solved and that in some communities the situation in some aspects is actually deteriorating.

Last year, at a time when the nation's income after taxes rose \$55 per person and school expenses were steadily going up, a \$6 drop occurred in "actual educational investment in each boy and girl attending school" as a result of greatly increased enrollments, a U. S. Office of Education circular on per-pupil expenditure in city school systems in 1951 reports.

Terming this curtailment in education a "shocking condition," U. S. Commissioner of Education Earl J. McGrath warns "we cannot afford a further reduction in educational standards in our public schools," since, "if we fail our children now, the nation, through the inadequacy of the children's education, will be irreparably damaged."

Importance of Schools to Defense

Linking our long-range program of defense to the educational program, Commissioner McGrath asserts: "Failure to maintain the educational facilities at their present level . . . or to expand and develop these facilities . . . is to undermine our essential military and industrial strength. . . . The recruitment and training of an adequate teaching staff is no less imperative as a defense measure than the recruitment and training of young men for our armed forces. . . . The construction of a new schoolhouse is no less imperative as a defense measure than the construction of a new bombing plane."

Moreover, the public schools are a bulwark of American democracy. As President Truman has stated, "No nation in history has relied so heavily for its strength on universal education as does the United States."

Implications of the Boom in Births

"The American public," comments Dr. Ray C. Maul, research associate for NEA's National Commission on Teacher Educa-



tion and Professional Standards, "faces a new task in providing free elementary and high school education to all children." He explains that although "for a quarter century this task remained the same size as regards the number of children involved now, in just a few years, its dimensions are expanding fully 50 per cent" as a result of the rise in births since 1940.

His studies show that in the 11-year period from 1940 to 1951 the total number of children under 12 years of age has increased by almost 10,000,000. In short our elementary school population, which stood at about 20 million in 1946, is now six million larger and will have climbed to over 29 million in 1957 when it will top by a substantial number this year's (1952-53) total elementary school enrollment of 26,064,000 pupils, an all-time high.

In the past decade the number of children entering the first grade has increased by more than 50 per cent. On the other end of the scale pupils have been remaining in school longer with the result that the median number of school years that had been completed by the country's entire population 25 years of age and over rose from 8.6 years to 9.3 years between 1940 and 1950.

Younger people generally have had more formal schooling than their elders the U. S. Census Bureau concludes on the basis of a preliminary sampling of 1950 census returns. For example, although World War II meant an interruption in education for many, 18 per cent of those in the 25 to 29 age group had completed one or more years of college training, while the average person of 65 or older had not gone beyond elementary school.

The Alarming Dearth of Teachers

The U. S. Office of Education's Annual Report for 1951 calls the teacher shortage "one of the most critical problems facing American education," and declares that "because of our failure to provide a sufficient number of qualified teachers, hundreds of thousands of our youngsters are getting markedly inferior classroom instruction."

The most recent NEA report on teacher supply places the immediate need for qualified elementary school instructors at 160,000 at the minimum. Of this number, the analysis finds 10,000 are required to relieve present overcrowding and to do away with daily dual and triple sessions; 20,000 to take care of the 1952 fall's enrollment growth; 60,000 to replace those who leave the profession annually; 70,000 to eliminate from classrooms those who are so "woefully undertrained that the retention while being upgraded cannot be justified."

In the face of this demand the number of college students being prepared for elementary teaching is distressingly inadequate. The current survey of the National Commission on Teacher Education and Professional Standards reports that to the end of 1952 American colleges will graduate a total of 32,443 qualified elementary school teaching candidates with four years of training—or about one fifth of the number needed. An additional thousand will be graduated with less than four years' training.

This means that many of the country's schools must hire substandard teachers who for lack of sufficient professional preparation or other reasons are partially qualified to teach. Yet, many educators believe that good grade teachers are the most important since it is in the beginning years that a child's attitudes are formed.

A favorable situation prevails with respect to high school teachers. While the current need is estimated roughly at 50,000, some 62,000 students completed programs of preparation for high school teaching in 1952.

The same survey notes that "increased competition for qualified man power in all vocations and professions, plus the probability of quick induction into military service of many male graduates, introduces a new factor of uncertainty into the meaning of the 'demand' figures"; and foresees that

such teaching fields as industrial arts and men's physical education (where the supply has been equal to or in excess of the demand) may experience shortages.

Moreover, the demand for high school teachers will be upped. The tremendous influx of children into the nation's schools, whose impact is now crowding elementary levels, will begin to swell high school enrollments in 1954-55 and will expand rapidly, year by year, thereafter for a period of at least 10 years. By 1963 the high school population will have increased to more than 1½ times its present size of 6,263,000 pupils.

Attracting Youth to the Profession

In discussing the causes underlying today's teacher shortage, T. M. Stinnett, executive secretary of NEA's National Commission on Teacher Education and Professional Standards, emphasizes that "we will only increase the supply of capable young people who elect to prepare for teaching as we raise the standards of the profession to a position of dignity and respect." As he sees it the solution to this problem involves the co-operation of educators at all levels in achieving these fundamental goals:

1. Requiring a minimum of four college years of professional preparation for all beginning teachers.

While this has long been the accepted standard for high school teaching, in only 18 states, Alaska, Hawaii, and the District of Columbia has the attainment of a bachelor's degree status been made mandatory for elementary school teachers. It is encouraging to note that 13 additional states have fixed official deadlines for the enforcement of a four-year minimum requirement.

2. Raising the standards under which persons are accepted for admission to teacher preparing programs so that only those who give evidence of having the aptitudes and abilities necessary to success in teaching are admitted.

3. Improving the quality of teacher preparing programs through co-operating with the newly created National Council for Accreditation of Teacher Education to make sure that each approved institution has the resources, facilities, and staff to provide an adequate program of teacher preparation.

4. Bettering salaries and working conditions by:

- a) Adopting salary schedules that are commensurate with professional training.¹

- b) Developing single salary schedules for all teaching positions based on the factors of preparation and experience.

- c) Establishing professional policies in the appointment and dismissal of members of the school staff.

- d) Maintaining adequate retirement provisions.

- e) Providing professional working conditions including the tools, equipment, and working climate necessary to permit maximum effectiveness in using teaching skills.

THE SCHOOLHOUSING CRISIS

The situation in regard to schoolhousing "is rapidly approaching a major national catastrophe" in the opinion of U. S. Office of Education officials, particularly with shortages growing more acute as a result of the conflict in Korea and requirements of the defense mobilization program.

In outlining the over-all task to a Subcommittee of the House Committee for Education last spring, Commissioner Earl J. McGrath described the present need for schoolhouse

construction as "without precedent in the history of this nation," said it entailed providing 600,000 new classrooms with their associated facilities by 1957-58 at a total outlay of at least 19 billion dollars at current construction cost levels.

Measuring the Task

The upsurge in enrollments which accounts for 222,000 of these classrooms is not the only factor. An additional 252,000 rooms are considered necessary to reduce the accumulated backlog of construction which aggravated by severe curtailments in the depression of the thirties and during World War II, has been piling up for over 20 years. Dr. McGrath further brings out that "if it were generally assumed that the life of a school building could be put at 50 years—obviously too long—then the 900,000 classrooms now serving the nation's children would have to be replaced at an average rate of at least 18,000 per year (126,000 during the next seven years) merely to hold the level of usable school buildings constant."

These estimates are borne out by the school plant picture presented in the first Progress Report of the School Facilities Survey, a series of state surveys co-ordinated at the federal level by a staff under the supervision of Ray L. Hamon, chief of the School Housing Section of the U. S. Office of Education. The initial report includes figures from 25 states² that enroll 44 per cent (11,293,744) of the nation's public elementary and secondary school pupils and are thought "to be generally representative of the whole nation."

Made possible under Title I of Public Law 815 which authorized 3 million dollars to finance a series of state-by-state surveys to inventory school plant needs and assess the extent to which federal assistance is necessary, Dr. Hamon's study found that in the 25 states which have reported their situation to date:

1. Forty per cent of the school buildings are more than 30 years old; one in every six is more than 50 years old.

2. More than one in every four pupils is in a building more than 30 years old; seven in every 100 are in buildings more than 50 years old.

3. Two out of five school plants now in use have only one room; about 6 per cent of the total pupil enrollment are housed in one-room schools; about 22 per cent in schools of fewer than seven rooms.

4. If a standard of 25 square feet per pupil is applied, 61 per cent of the classrooms in "satisfactory" school plants—three out of five—are overcrowded; 15 per cent of the classrooms have less than 15 square feet of floor space per pupil.

5. Two in every five classrooms in school plants rated "fair" or "satisfactory" have more than the maximum of 30 pupils which good practice permits; about one in every ten classrooms has a daily load of more than 40 pupils.

6. One pupil in every five in buildings more than one story high is in a school that is clearly not meeting minimum fire safety conditions; in addition an almost equal number are housed in buildings which are not fire resistant.

7. Less than one out of four school plants was rated as "satisfactory"; an additional one in three is "fairly satisfactory," that is, can be made acceptable at a reasonable cost. "Unsatisfactory" school plants—two out of five—house more than one fifth (21 per cent) of the children now enrolled.

In contrast to the demand, the slightly over

40,000 classrooms erected in 1951 fall far short of providing the space required to adequately house the children already attending school. Informed sources predict that a somewhat larger volume will be completed in 1952, if sufficient materials are available, but not enough to care for normal needs and replacements and an enrollment increase of about 1,700,000 expected in the fall of 1953.

Some Relevant Factors

Essential school construction may be seriously curtailed by the strikes in the steel industry which have curbed steel production and drastically reduced stocks of steel throughout the nation. As a result of the loss in steel output the National Production Authority has postponed the increase in steel allotments for educational construction for the fourth quarter of 1952. The Office of Education will continue to advise school officials of changes in procedures and criteria affecting school building priorities and allocations.

With experts predicting that steel operations in 1952 will slump below 85 per cent of capacity, the immediate outlook for an adequate supply of building materials for school construction is not bright. A delay in the delivery of previously allocated materials is likely and may hold up for three months or more certain school construction projects now under way.

Believing that scarce dollars for school construction are an even greater bottleneck than scarce materials, Commissioner of Education Earl J. McGrath maintains the present school plant shortage "will not be solved until the taxing resources of the nation are employed to provide funds to supplement those of states and communities." He estimates that local school districts are in position to assume slightly over 5 billion dollars of the 10 billion dollars needed to come abreast of current demands for school facilities, reminds that there are many that have already squeezed the last school dollar from their resources and would find it impossible to finance an adequate school building program at this time.

Meanwhile inflated prices, which since the outbreak of the Korean conflict have already added about 12 per cent to building costs, are exacting a heavy toll from the limited school dollars available for new facilities.

Permissive Legislation

Financially, the Federal Government's participation in school construction in the current crisis has been limited to the provision of minimum school facilities for children of defense workers, military personnel, and other federal employees whose ranks have greatly extended school enrollments in the communities to which they migrated.

Under Public Law 815 the 82nd Congress, prior to adjournment, appropriated 195 million dollars for expenditure between now and June 30, 1953, on critically needed schoolhousing in federally-affected areas. The U. S. Office of Education, which administers this Act, has allocated more than 67 million dollars of this money for construction projects to be started during the next three months and by December, 1952, expects to have allocated all of the available funds. Only school districts that submitted complete applications prior to June 30, 1952, are eligible for assistance from this money which will aid approximately 700 projects.

(Concluded on page 88)

¹Salary goals approved by NEA's National Commission on Teacher Education and Professional Standards range from a minimum of \$3,200-\$3,600 a year for a beginning teacher with a bachelor's degree to a maximum of \$8,000 or more for an instructor who has attained upper levels of preparation and experience.

²The 25 "states" whose schoolhousing data are reported are: Alabama, Alaska, Arkansas, Connecticut, Delaware, Florida, Georgia, Hawaii, Indiana, Kentucky, Louisiana, Maine, Maryland, Michigan, Mississippi, Nebraska, North Carolina, Oregon, Puerto Rico, Tennessee, Texas, Vermont, Virgin Islands, West Virginia, and Wisconsin.



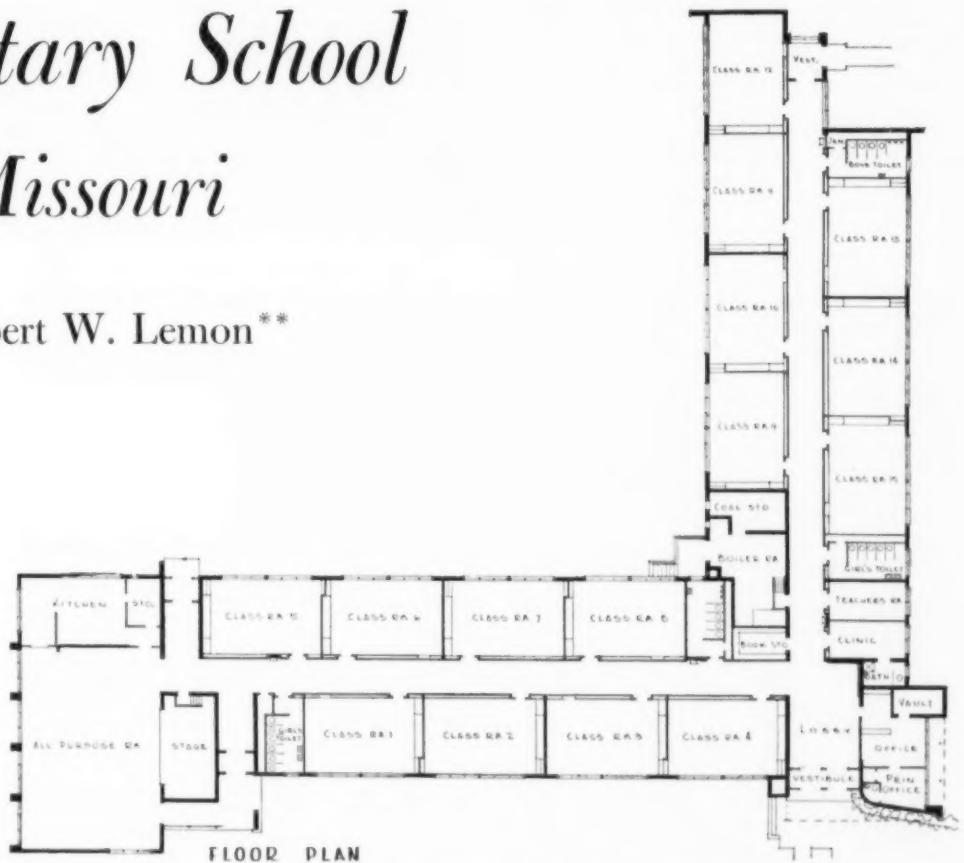
General View, Elementary School, Dexter, Missouri. — Wm. B. Ittner, Inc., Architects, St. Louis, Missouri.

New Elementary School *Dexter, Missouri*

T. S. Hill* and Robert W. Lemon**

Dexter is a town in Southeast Missouri with a population of approximately 5000 people. Although there is some industry in the town, the community is a trading center dependent largely on diversified agriculture. The school district is consolidated with boundaries which extend only a short distance beyond the city limits; the attendance area is approximately $5\frac{1}{4}$ square miles, and the assessed valuation is \$1,960,534.

During the school year 1950-51, 919 students were enrolled in the Dexter Elementary School (grades 1-8) and 909 of these were



Floor Plan of the Elementary School, Dexter, Missouri.
Wm. B. Ittner, Inc., Architects, St. Louis, Missouri.

*Superintendent of Schools, Dexter, Mo.

**Wm. B. Ittner, Inc., Architects and Engineers, St. Louis, Mo.

resident students. In the high school there were 406 students; of these 182 came from 27 different rural districts. The elementary school is largely made up of resident pupils, while the high school serves both local and nonresident children.

Until 1951 the elementary pupils were housed in two buildings—a four-room primary building erected in 1939 and a 12-room two-story building erected in 1903. Several years ago the Dexter board of education and the people in the community realized that the elementary plant was undesirable, inadequate, and unsafe. Architects were consulted relative to the advisability of remodeling and enlarging the old building. These informed the board that it would be inadvisable to spend any money on the larger school; they urged that the building be replaced as soon as possible.

The board of education and most of the community were convinced that a new building was needed, but the matter of finances proved to be a very definite obstacle. The bonded indebtedness of a school district in Missouri is limited to 5 per cent of the assessed valuation. With such a limitation the Dexter district could have raised only approximately \$92,000 by a bond issue. This amount was not sufficient to erect a new building. Therefore, the building could not be constructed on a bond issue alone. However, the district did vote an \$82,000 bond issue in 1926, which completely paid for a new high school.

The only other source of revenue for building purposes was a tax levy. Until 1945, when Missouri adopted a new Constitution, Dexter like other consolidated school districts was limited to a maximum school tax rate of \$1 for each \$100 of assessed valuation. Since all of the \$1 was needed to operate the schools, no funds could be applied on a new building. The situation seemed almost hopeless, but the board went forward with preliminary studies in the hope that ultimately some means could be found to construct a new building.

In 1945, Missouri adopted a new Constitution which relaxed the limit on tax levies for school purposes. It was then possible to start raising money for a new building. The board of education had already selected an architect, Wm. B. Ittner, Inc., of St. Louis, Mo., and had been working with representatives of the firm on plans. It had been decided to construct a 15-room building which, with the old 4-room building, would ultimately house the first six grades. However, it was planned that this new building would be used to house all eight grades until other arrangements could be made for accommodating the seventh and eighth grades.

The long range plan as adopted called for the construction of an elementary building first, and the construction of a high school at a later date; as a final step the present high school would be converted into a junior high school. The size and number of buildings needed had been determined by a comprehensive population survey of the community.

The architect had estimated the cost of an elementary building, as called for in the preliminary plans, to be approximately \$300,000. Since a \$92,000 bond issue would not be adequate, the board of education asked the people in 1946 to approve a building-fund tax rate of \$2 for two years. This the people voted by a good majority. In 1948, the board asked the people to extend the \$2 rate for another two years, which they did. In 1950, the board asked the voters to approve a building



Top: A second grade section with a spelling group at the chalkboard. The furniture is all of the movable type.

Middle: Typical classroom with movable furniture.

Bottom: The third grade room looking toward the wardrobes and bookcase. Furniture is typical of all grades from the third upward.

fund tax levy of \$4 for one year and a bond issue in the amount of \$92,000 in addition. It was also made clear to the voters that the bond issue would be liquidated within three years, and that the district would be free of indebtedness by 1953. Both of these propositions were approved. The bonds were sold at 1¼ per cent interest cost.

With the necessary funds either on hand or in sight, contracts were let in January, 1950. Construction was started in February, and the building was completed in August of 1951. The contracts were as follows:

General construction	\$228,533.69
Heating	32,930.00
Plumbing	10,331.09
Electrical	9,815.00
Total	\$281,609.78

Since there are 26,015 square feet and 367,615 cubic feet in the building, the cost was approximately \$10.82 per square foot or 76 cents per cubic foot, exclusive of the architect's fees and furniture. Furniture in the amount of \$20,343.37 has been installed.

The building is constructed throughout of fire resistant materials. All exterior walls are of buff brick backed up with brick and plastered on the inside. The interior partitions are concrete block and gypsum, covered with plaster. The floors are concrete. The roof is poured gypsum, supported by steel joists, and covered with felt, tar, and gravel. The ceilings are plaster on metal lath and covered with acoustical tile. The window sash and all facings are of steel. The only wood used in the building is to be found in the doors, cases, and trim. Because of the fire-safe construction the building carries a very low fire and wind-storm insurance rate.

In the building there are 15 classrooms, an all-purpose room with stage and kitchen, four rest rooms, a clinic, a teachers' lounge, an office, a boiler room and coal storage room, and a book storage room. For interior travel and communication there are two corridors with four exits. All exits are equipped with panic devices.

All classrooms are similar in size and design. They measure 22 by 34 ft., in over-all dimensions, and are equipped with a large wardrobe in the end. In each room there are three cases: one with all open shelves, one with open shelves at the top and closed shelves at the bottom, and one with closed shelves and a wardrobe for the teacher. Also, there are two green chalkboards in each room. The one in the front is placed at a height for use by the teacher, and the one on the side is at a height for use by the pupils. The remainder of the wall space at chalkboard level is covered with cork tackboard.

The largest room in the building is the all-purpose room. It measures 40 by 60 ft., with a stage (15 by 30 ft.) on one side, a kitchen (40 by 40 ft.) on one end, and six fold-up table units on the other side. The kitchen is fully equipped with stainless steel tables, sinks, hot serving counter, a dishwasher, refrigerator, gas range, and ice cream box.

The all-purpose room is being used for various activities as the name implies. There are five carriages on wheels under the stage which will make it possible to remove chairs and folding tables quickly and easily. The kitchen is separated from the main room by sliding panel doors.

The two rest rooms for boys and girls have floors covered with ceramic tile, walls of glazed tile, and plaster ceilings. The toilet partitions are metal and there is a small janitor's closet in each room. The rooms are equipped with mechanical ventilation.

The office suite which includes an outer and an inner office is equipped with a work counter, a large vault, a small storage room, and a rest room.

The ceilings throughout the building are treated with acoustical tile. In the classrooms the ceilings follow the slope of the roof to the inside wall. All water is discharged through inside drain pipes. The sloping ceiling tends to reflect more natural light onto the desks instead of the inside wall.

The indirect incandescent lighting in each classroom is provided by lamps totaling 3000 watts in easily cleaned fixtures.

All floors are cement covered with asphalt

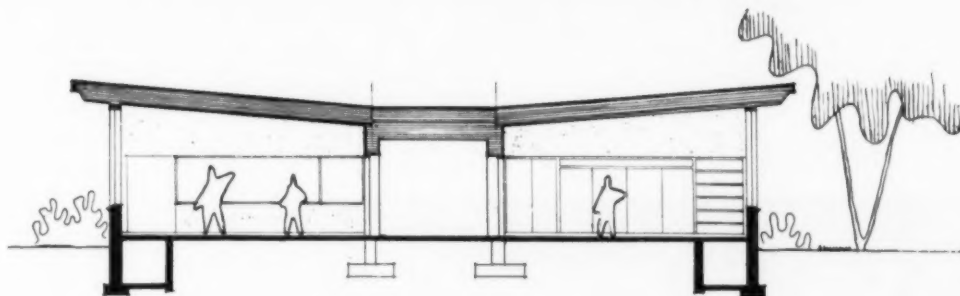


Corner in a smaller room used for remedial work. The teacher works with small groups at a round table. The groups are formed following tests intended to determine mental abilities as well as physical difficulties.

tiles. The pattern and color used were determined by the exposure and usage. In order to prevent dampness a sandy fill was used before the concrete was poured. In addition, a 4 by 4-ft. tunnel was built under the floor just inside the outer walls to house electrical conduit, heating and plumbing pipes. Access to these tunnels has been provided in all vestibules by recessed doors covered with floor mats. These tunnels also serve to prevent cold in the ground from penetrating under the floor of the building.

A stoker-fired, low pressure, steam boiler is used to heat the building. The classrooms and auditorium are equipped with unit ventilators, and all other rooms and corridors with fin type convectors. Air is removed from the classroom through the wardrobes and out through the space between the ceilings and roof. This space above the ceilings opens into a ventilating tower over the office.

In addition to being functional, this building is attractive. In fact the design and blond finish of the built-in cabinets and doors, the harmonizing colors of walls, chalkboards, tackboards and floors, the blond color of the universal desks—all combine to make the building ideal for teaching and learning. It is the finest home in which most of the boys and girls in this community will live during their growing years.



CLASS ROOM SECTION



General view of the lunchroom with the kitchen in the background. This is an all-purpose room used throughout the day for various large group activities. The tables and benches are of the fold-away type and can readily be removed.

resident students. In the high school there were 406 students; of these 182 came from 27 different rural districts. The elementary school is largely made up of resident pupils, while the high school serves both local and nonresident children.

Until 1951 the elementary pupils were housed in two buildings—a four-room primary building erected in 1939 and a 12-room two-story building erected in 1903. Several years ago the Dexter board of education and the people in the community realized that the elementary plant was undesirable, inadequate, and unsafe. Architects were consulted relative to the advisability of remodeling and enlarging the old building. These informed the board that it would be inadvisable to spend any money on the larger school; they urged that the building be replaced as soon as possible.

The board of education and most of the community were convinced that a new building was needed, but the matter of finances proved to be a very definite obstacle. The bonded indebtedness of a school district in Missouri is limited to 5 per cent of the assessed valuation. With such a limitation the Dexter district could have raised only approximately \$92,000 by a bond issue. This amount was not sufficient to erect a new building. Therefore, the building could not be constructed on a bond issue alone. However, the district did vote an \$82,000 bond issue in 1926, which completely paid for a new high school.

The only other source of revenue for building purposes was a tax levy. Until 1945, when Missouri adopted a new Constitution, Dexter like other consolidated school districts was limited to a maximum school tax rate of \$1 for each \$100 of assessed valuation. Since all of the \$1 was needed to operate the schools, no funds could be applied on a new building. The situation seemed almost hopeless, but the board went forward with preliminary studies in the hope that ultimately some means could be found to construct a new building.

In 1945, Missouri adopted a new Constitution which relaxed the limit on tax levies for school purposes. It was then possible to start raising money for a new building. The board of education had already selected an architect, Wm. B. Ittner, Inc., of St. Louis, Mo., and had been working with representatives of the firm on plans. It had been decided to construct a 15-room building which, with the old 4-room building, would ultimately house the first six grades. However, it was planned that this new building would be used to house all eight grades until other arrangements could be made for accommodating the seventh and eighth grades.

The long range plan as adopted called for the construction of an elementary building first, and the construction of a high school at a later date; as a final step the present high school would be converted into a junior high school. The size and number of buildings needed had been determined by a comprehensive population survey of the community.

The architect had estimated the cost of an elementary building, as called for in the preliminary plans, to be approximately \$300,000. Since a \$92,000 bond issue would not be adequate, the board of education asked the people in 1946 to approve a building-fund tax rate of \$2 for two years. This the people voted by a good majority. In 1948, the board asked the people to extend the \$2 rate for another two years, which they did. In 1950, the board asked the voters to approve a building



Top: A second grade section with a spelling group at the chalkboard. The furniture is all of the movable type.

Middle: Typical classroom with movable furniture.

Bottom: The third grade room looking toward the wardrobes and bookcase. Furniture is typical of all grades from the third upward.

fund tax levy of \$4 for one year and a bond issue in the amount of \$92,000 in addition. It was also made clear to the voters that the bond issue would be liquidated within three years, and that the district would be free of indebtedness by 1953. Both of these propositions were approved. The bonds were sold at 1¼ per cent interest cost.

With the necessary funds either on hand or in sight, contracts were let in January, 1950. Construction was started in February, and the building was completed in August of 1951. The contracts were as follows:

General construction	\$228,533.69
Heating	32,930.00
Plumbing	10,331.09
Electrical	9,815.00

Total \$281,609.78

Since there are 26,015 square feet and 367,615 cubic feet in the building, the cost was approximately \$10.82 per square foot or 76 cents per cubic foot, exclusive of the architect's fees and furniture. Furniture in the amount of \$20,343.37 has been installed.

The building is constructed throughout of fire resistant materials. All exterior walls are of buff brick backed up with brick and plastered on the inside. The interior partitions are concrete block and gypsum, covered with plaster. The floors are concrete. The roof is poured gypsum, supported by steel joists, and covered with felt, tar, and gravel. The ceilings are plaster on metal lath and covered with acoustical tile. The window sash and all facings are of steel. The only wood used in the building is to be found in the doors, cases, and trim. Because of the fire-safe construction the building carries a very low fire and wind-storm insurance rate.

In the building there are 15 classrooms, an all-purpose room with stage and kitchen, four rest rooms, a clinic, a teachers' lounge, an office, a boiler room and coal storage room, and a book storage room. For interior travel and communication there are two corridors with four exits. All exits are equipped with panic devices.

All classrooms are similar in size and design. They measure 22 by 34 ft., in over-all dimensions, and are equipped with a large wardrobe in the end. In each room there are three cases: one with all open shelves, one with open shelves at the top and closed shelves at the bottom, and one with closed shelves and a wardrobe for the teacher. Also, there are two green chalkboards in each room. The one in the front is placed at a height for use by the teacher, and the one on the side is at a height for use by the pupils. The remainder of the wall space at chalkboard level is covered with cork tackboard.

The largest room in the building is the all-purpose room. It measures 40 by 60 ft., with a stage (15 by 30 ft.) on one side, a kitchen (40 by 40 ft.) on one end, and six fold-up table units on the other side. The kitchen is fully equipped with stainless steel tables, sinks, hot serving counter, a dishwasher, refrigerator, gas range, and ice cream box.

The all-purpose room is being used for various activities as the name implies. There are five carriages on wheels under the stage which will make it possible to remove chairs and folding tables quickly and easily. The kitchen is separated from the main room by sliding panel doors.

The two rest rooms for boys and girls have floors covered with ceramic tile, walls of glazed tile, and plaster ceilings. The toilet partitions are metal and there is a small janitor's closet in each room. The rooms are equipped with mechanical ventilation.

The office suite which includes an outer and an inner office is equipped with a work counter, a large vault, a small storage room, and a rest room.

The ceilings throughout the building are treated with acoustical tile. In the classrooms the ceilings follow the slope of the roof to the inside wall. All water is discharged through inside drain pipes. The sloping ceiling tends to reflect more natural light onto the desks instead of the inside wall.

The indirect incandescent lighting in each classroom is provided by lamps totaling 3000 watts in easily cleaned fixtures.

All floors are cement covered with asphalt

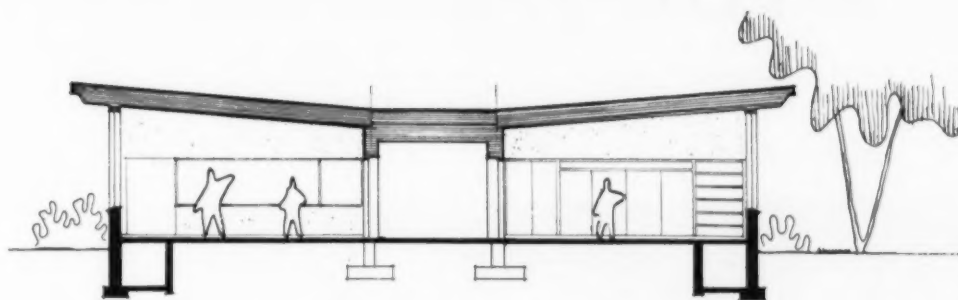


Corner in a smaller room used for remedial work. The teacher works with small groups at a round table. The groups are formed following tests intended to determine mental abilities as well as physical difficulties.

tiles. The pattern and color used were determined by the exposure and usage. In order to prevent dampness a sandy fill was used before the concrete was poured. In addition, a 4 by 4-ft. tunnel was built under the floor just inside the outer walls to house electrical conduit, heating and plumbing pipes. Access to these tunnels has been provided in all vestibules by recessed doors covered with floor mats. These tunnels also serve to prevent cold in the ground from penetrating under the floor of the building.

A stoker-fired, low pressure, steam boiler is used to heat the building. The classrooms and auditorium are equipped with unit ventilators, and all other rooms and corridors with fin type convectors. Air is removed from the classroom through the wardrobes and out through the space between the ceilings and roof. This space above the ceilings opens into a ventilating tower over the office.

In addition to being functional, this building is attractive. In fact the design and blond finish of the built-in cabinets and doors, the harmonizing colors of walls, chalkboards, tackboards and floors, the blond color of the universal desks—all combine to make the building ideal for teaching and learning. It is the finest home in which most of the boys and girls in this community will live during their growing years.



CLASS ROOM SECTION



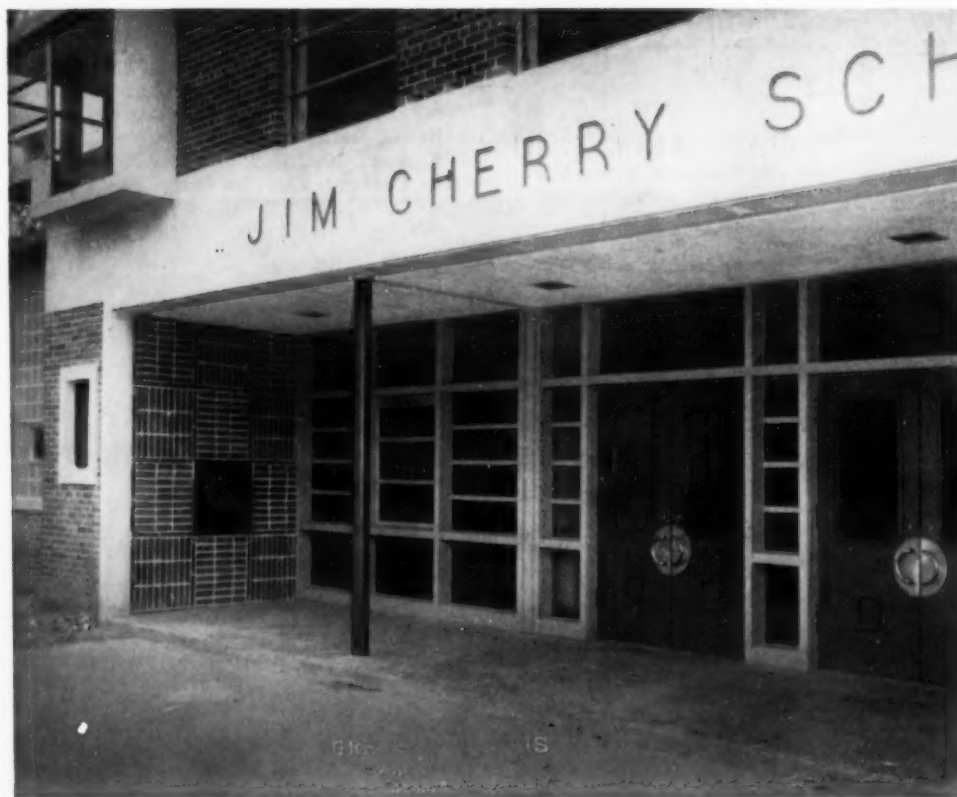
General view of the lunchroom with the kitchen in the background. This is an all-purpose room used throughout the day for various large group activities. The tables and benches are of the fold-away type and can readily be removed.



Exterior, Jim Cherry School, Oglethorpe, Georgia. — Gregson & Ellis, Architects, Atlanta, Georgia.

THE JIM CHERRY SCHOOL

*Wilfred J. Gregson**



The dignified main entrance is entirely functional.

The fine work done by Jim Cherry, who has been county superintendent of schools in DeKalb County, Ga., for many years, is pretty well known to Georgians. But Jim is a modest fellow. The last thing he wanted was to have a school building named after him. But a building has been so named as the result of popular acclaim by the people of Brookhaven, who presented their request in a mass petition to the county board of education. The board recognized the wishes of the people and named the new building "The Jim Cherry School." Strangely enough, all this has affected the design of the building. Let's see how!

The DeKalb County \$1,900,000 bond issue of 1949 had been validated and the bonds sold at a premium. The division of funds was set carefully so that the allotment for each new school (including the Jim Cherry School) should not exceed \$157,000. An architect was employed to design each building, and it was our good fortune to be entrusted with the school that was to carry the name of the county superintendent.

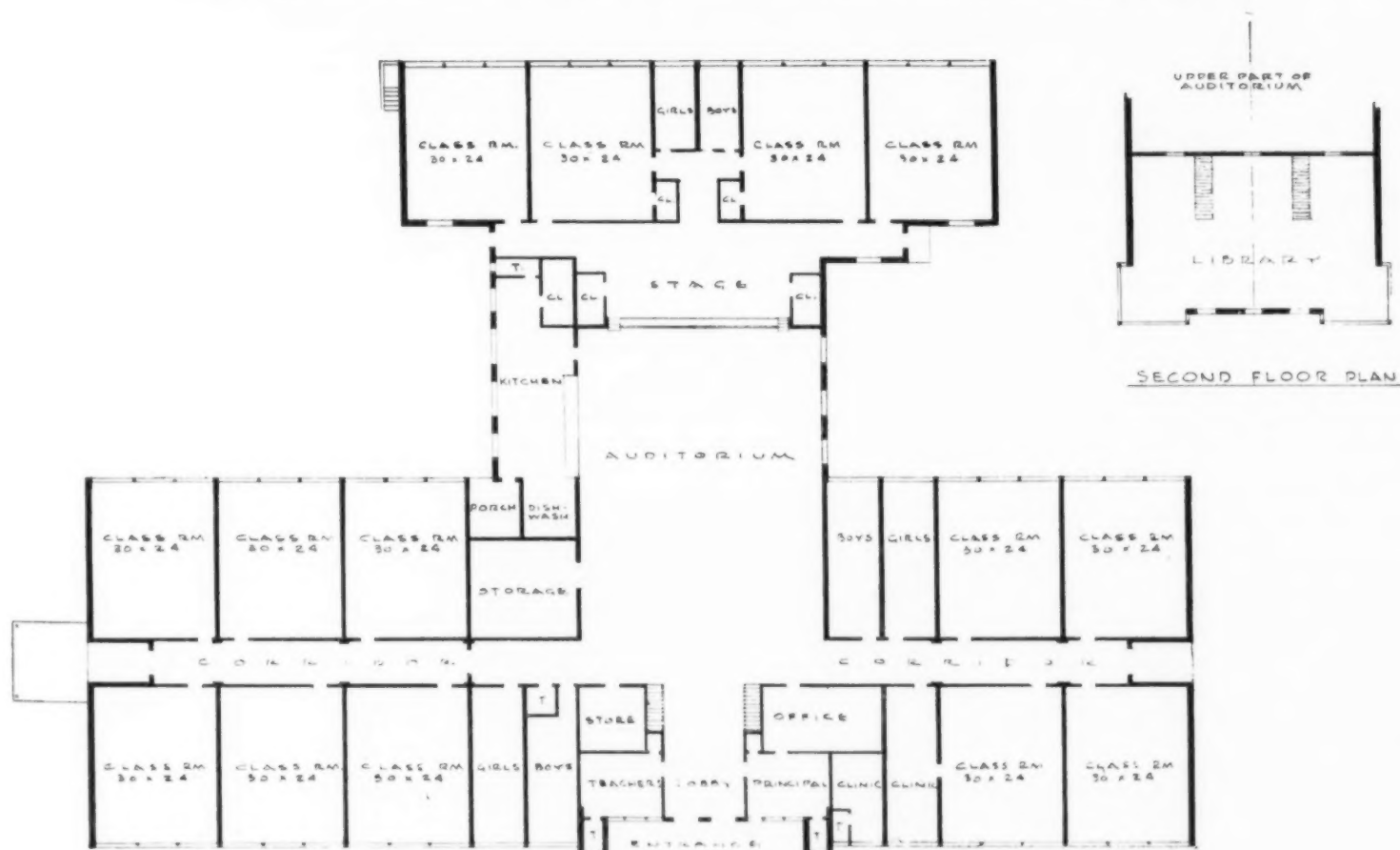
The design competition was interesting as it imposed the challenge to make the building educationally functional and to use the available funds to the best advantage.

A year previous we had been engaged as architects for the Brookhaven School. Its highly functional modern design had been acclaimed by the school personnel as an advance in educational facilities. It had also been

*Partner of Gregson & Ellis, Architects, Atlanta, Ga.



A typical classroom showing the wall to wall glass block windows with vision strip.



Main Floor Plan of the Jim Cherry School, Oglethorpe, DeKalb County, Georgia. Gregson & Ellis, Architects, Atlanta, Georgia.



General view of the kitchen with the serving table at the right.

copied, in part by a number of other school districts, and in one instance had been measured by an architect who used its details quite freely. It had been visited by the Atlanta board of education and the City Superintendent, Miss Ira Jarrell. It had also been visited by a class of architectural students from Georgia Tech.

There was therefore no doubt but that the Jim Cherry School, in the same general area as the Brookhaven School, must be designed and erected as an outstanding, modern school.

The program called for 14 classrooms, an auditorium-cafeteria combination, a stage, a multipurpose area, a kitchen, and a library. Ample storage space should be provided for cafeteria tables and chairs, and stage effects. There should be boys' and girls' primary toilets connected with the four primary classrooms. Separate toilets for boys and girls should be located in each of the two wings, and, of course, the layout should allow for future expansion. To these spaces were to be added a teachers' lounge and rest room, a principal's office, a general school office, a first-aid and recovery room.

With ultimate economy in mind we planned for such apparent luxuries as: (1) ceramic tile in the six toilets, 5 feet high in soft pastel colors and suitably brilliant colored tile floors, (2) pastel colored tile 5 feet high throughout the kitchen, (3) fixed equipment of good quality in the kitchen, good library shelving, and liberal storage shelves in the classrooms, (4) all-green chalkboards and tackboards, (5) wardrobes and steel lockers, (6) a public-address system, time clocks, and a time-call system, (7) incandescent lighting, and (8) steam heating.

Since Brookhaven had enjoyed daylight corridors, these were also a "must" for the Jim Cherry School.

Anyone familiar with present-day school construction costs will realize that the program was quite optimistic for a budget of \$157,000. It was accomplished, however, even

including such niceties as an acoustic tile ceiling in the library and several other spaces, and "D" grade asphalt tile floors throughout (brilliant and expensive), architectural projected sash with heavy bronze hardware (of fine quality), auditorium windows operated by one crank handle for the full length of windows on each side, stainless steel roller shutters to divide the kitchen from the auditorium (when it isn't working as a cafeteria), inlays of animals and fish in the kindergarten room floors, and a large compass in the center of each floor. Those areas not treated with acoustic tile have enameled steel ceilings slanted at the proper angle to eliminate sound echo and thereby accomplish the same results as acoustic tile.

A number of original design items were included which are highly successful. Outstanding is the use of open web joists to add strength and stability to the roof without retarding or impeding the light. Next, and a big step to simplicity for maintenance and low cost as well as hiding unsightly pipes and valves, is the wall to wall continuous radiator



The inner wall of each classroom is fitted with lockers.

and metal cover across the window side of the classrooms.

Most striking, effective, and certainly most heatedly debated, is the placing of the short side of the classrooms to the outside and corridor. Locally the idea is accepted as a decided advance in classroom planning. The arrangement reduces corridor areas (those useless expanses of necessary communication) by one third. It provides one third more chalkboard space and locker space, yet the relation of glass area to floor area is 38 per cent.

The entire front of the classroom windows and glass block is a continuous steel frame fabricated in complete classroom size, anchored to the partition walls, and welded continuous from one end of the wing to the other into one single frame. The roof deck is bracked from the window frame to make a protective overhang to keep rain and midsummer sun from the classrooms.

The corridors present a striking appearance of modern grace and novelty. The open web joists permit the inverted "V" skylight to give bilateral lighting to each classroom.

The library has plate glass windows overlooking the stage where, although shut off from sound, the public-address system makes it possible to hear and comment without distracting the attention of those in the auditorium or on the stage. The library is also equipped with modern aluminum projected sash plugs and controls for movie projector and audio-visual displays.

The waterproofed roof insulation is hot-mopped with asphalt and nailed to the steel deck by the simple process of driving square twisted nails into round drilled holes. This reduces the previous methods of fastening to one tenth the cost.

The ceiling treatment of the auditorium and stage is novel and effective. Robertson Q Deck is used with the ribbed side downward to act as acoustic treatment. A heavy gauge deck was used, welded to the open web long span trusses, eliminating cross bridging by providing thrust resistance to the top chord of the long span trusses. This was featured by painting the ceiling a deep purple and the trusses sea green.

Brilliance of lighting has been effected by bringing the white ceiling treatment well down the walls. Use of light deflecting blocks eliminates completely the "classroom window glare." Also used as partitions in the office, first aid and principal's office, the glass block provides light and interest.

This interesting and brilliant school was completed for \$6 per square foot.

SCHOOL BUILDING CONSTRUCTION

During the first six months of 1952, Dodge reported in 37 states east of the Rockies contracts let for 3256 school buildings at a total contract cost of \$727,682,000.

During the month of June, 1952, Dodge reported contracts let for 742 school buildings in states east of the Rocky Mountains. Contract cost was \$126,677,000.

During July 1952, contracts were let for 25 school buildings in 11 states west of the Rocky Mountains. The cost was \$8,762,010. Further projects in the number of 60 were reported at an estimated preliminary of \$28,338,201.



The Henry Perrine Baldwin High School at Wailuku, Maui, Hawaii, is an excellent example of a recent comprehensive high school plant.

School Plant Progress in Hawaii

*James Woofter**

Schoolhousing facilities in the Territory of Hawaii have shown marked improvement during recent years. In many instances they have advanced from simple wood structures, poorly constructed, equipped, and lighted to modern school plants, well designed, functionally serviceable, and complete with the most recent improvements in lighting, ventilating, and general classroom beautification.

While there remain, in some remote sections of the Territory, school buildings that are holdovers from the era when school plant planning was given little consideration, rapid strides are being taken to replace these outmoded structures. Foresight is now used to guard against housing the future school population in poorly constructed and unattractive school plants. To implement this important improvement in the education program, a Department of School Building Services has been created in the Department of Public Instruction. Strong leadership can be expected from

this level in the planning and construction of adequate facilities to house future school enrollments.

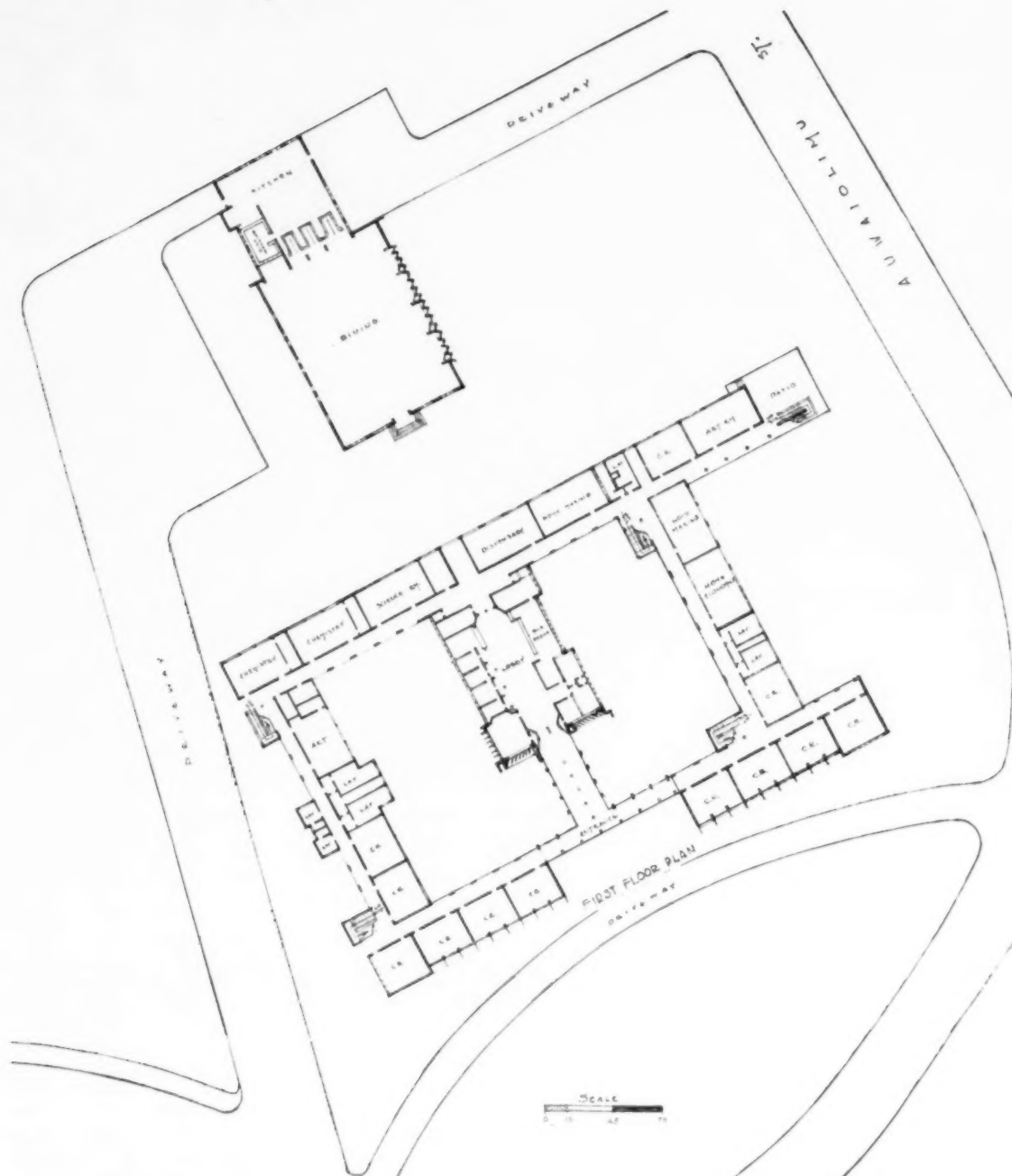
It may be assumed that school plant facilities, in an area situated some 2000 miles from any major center of population, could not but be somewhat less than adequate. To support such an assumption it would be contended that the Territory is located far from any large industrial and manufacturing center; that it must import a large portion of the construction materials at relatively high freight rates; that its component parts are separated by many miles of open sea; and that funds raised from local taxation could not logically be expected to do more than finance additions to existing structures and provide for the rehabilitation of old school plants. Despite these and other handicaps, however, recent school plant construction in Hawaii may be creditably compared with the best on the mainland.

The Hawaiian Territorial Department of Public Instruction is the operating and administering agency for the instructional pro-

gram and all matters pertaining to education in the Territory except the construction, operation, and maintenance of school building facilities. The responsibility for school buildings lies with the four counties, of which the city and county of Honolulu is one. School buildings erected by the counties, however, are subject to the approval of the Department of Public Instruction in size, arrangement, dimensions, lighting, and cost.

Financial mandates of the Territorial Legislature are for minimum expenditures only; hence, there is nothing to prevent a county from exceeding the sum mandated if it is economically able and so desires. For example, the city and county of Honolulu are mandated by Territorial statute to provide annually not less than \$950,000 for a Honolulu school fund budget. This is a minimum budget to maintain and operate the city's public schools, \$100,000 of which is for new school plant construction and improvements. Actually, the city and county school budget is double this minimum, having been \$2,098,680 for the year 1951.

*School Facilities Survey Representative, U. S. Office of Education.



First Floor Plan of the Robert Louis Stevenson Intermediate School, Honolulu, Island Oahu, Territory of Hawaii. — Louis E. Davis, Architect; Ernest H. Hara, Associate Architect, Honolulu.

(Drawings supplied by Department of Public Instruction, Territory of Hawaii.)

The Increasing School Enrollment

Like most states on the mainland, Hawaii has been beset by increasing school enrollments since the close of World War II. Many service personnel and civilian employees of the government, sent there during the conflict, have elected to make the Islands their permanent homes. As a result of this and other factors the major cities and population centers in Hawaii have grown tremendously. Old schoolhouses, neglected during the emergency, have remained in use by virtue of necessity. During the past five years, however, new construction has been carried on apace in an effort to relieve the schoolhousing shortage and to replace old and outmoded

facilities. Despite these efforts, school building facilities are still urgently needed in many areas. Let us look at the city and county of Honolulu as a case in point:¹

1. *The number of births in the city and county of Honolulu has increased nearly 100 per cent in the past ten years.* Prior to the outbreak of World War II in 1941, the city and county of Honolulu had been increasing in population as a result of the military preparedness program which was centered at Pearl Harbor. Throughout World War II, Honolulu was a tremendous staging area for

military operation in the South Pacific. The migration to Honolulu of civilian and military families resulted in an increase of births far above the average of preceding years. In 1940 there were 5560 births on Oahu; in 1950, 10,317. The peak number of children born during the war years is now in Grade 2.

2. *The population of the city and county of Honolulu has increased 33.6 per cent in the past ten years.* The preliminary 1950 U. S. Census counts show that the city and county of Honolulu has expanded at more than twice the rate for the Territory of Hawaii as a whole. One district just outside the city, where there is an acute schoolhousing shortage, increased 401 per cent; another nearby grew 138 per cent in this same ten-year period.

¹Data furnished by George H. McLane, executive secretary, Legislative Committee, Chamber of Commerce of Honolulu; formerly director, School Building Services, Department of Public Instruction, Territory of Hawaii.

Census figures show 83,759 dwelling units in the city and county of Honolulu, an increase of 56 per cent over the 53,500 in 1940.

3. *School building improvements and new construction needs for the city and county of Honolulu have been painstakingly analyzed by school officials.* The school officials of the city and county prepared for the 26th legislature of the Territory a list of building and land needs for an eight-year period from January, 1951, to December 31, 1958, amounting to \$55,125,300. Of this amount, \$17,760,673 was shown to be needed for the 1951-53 biennium and a balance of \$37,000,000 for the next six years thereafter. The Board of Supervisors of the city and county of Honolulu agreed to petition the Territorial legislature for \$12,237,679 during the 1951 session. The legislature, however, authorized a \$5,000,000 bond issue. Although this amount will be of help, it is less than a third of what was considered to be needed.

Dual Administrative Pattern

The five principal islands comprising the Territory of Hawaii are not organized according to the educational pattern commonly found on the mainland. There is no county board of education for each, working under any of the several administrative arrangements known here. Furthermore, the larger cities, such as Honolulu and Hilo, do not function administratively under boards of education, as do our major cities. Instead, the administration of the public schools in Hawaii is dual in nature. For example, the employment of teachers is a function of the Territorial Department of Public Instruction;

whereas, maintenance and capital outlay funds are levied and expended by the island supervisory boards. Under this dichotomous form of school administration, in an area where the wide separation of land masses makes air travel the only feasible means of transportation, the fact that a highly co-ordinated educational system is maintained, and that excellent schoolhousing facilities, in large part at least, are found in each island is concrete evidence of the leadership which the Territory has had over the years.

In most instances, both in rural and urban attendance centers, there is an abundant evidence of co-operative school plant planning involving the best thinking of the community. Educational administrators, teachers, and lay citizens have co-operated to produce modern school facilities with advanced architectural and structural innovations.

Much of the credit for initial attempts to co-ordinate and improve school plant planning in Hawaii should go to Neil W. Ackland, then Deputy Superintendent for Administrative Affairs in the Territory. His efforts were augmented by those of Arthur Y. Akinaka, Building Superintendent for the City and County of Honolulu; Robert M. Faulkner, District Superintendent for the City of Honolulu; Gus H. Webling, District Superintendent for Rural Oahu; and George H. McLane, recently Director of Territorial School Building Services. Through the combined efforts of these men, a number of architects, county building officials, representatives of the PTA, laymen, and curriculum workers began constructive work on the problem.

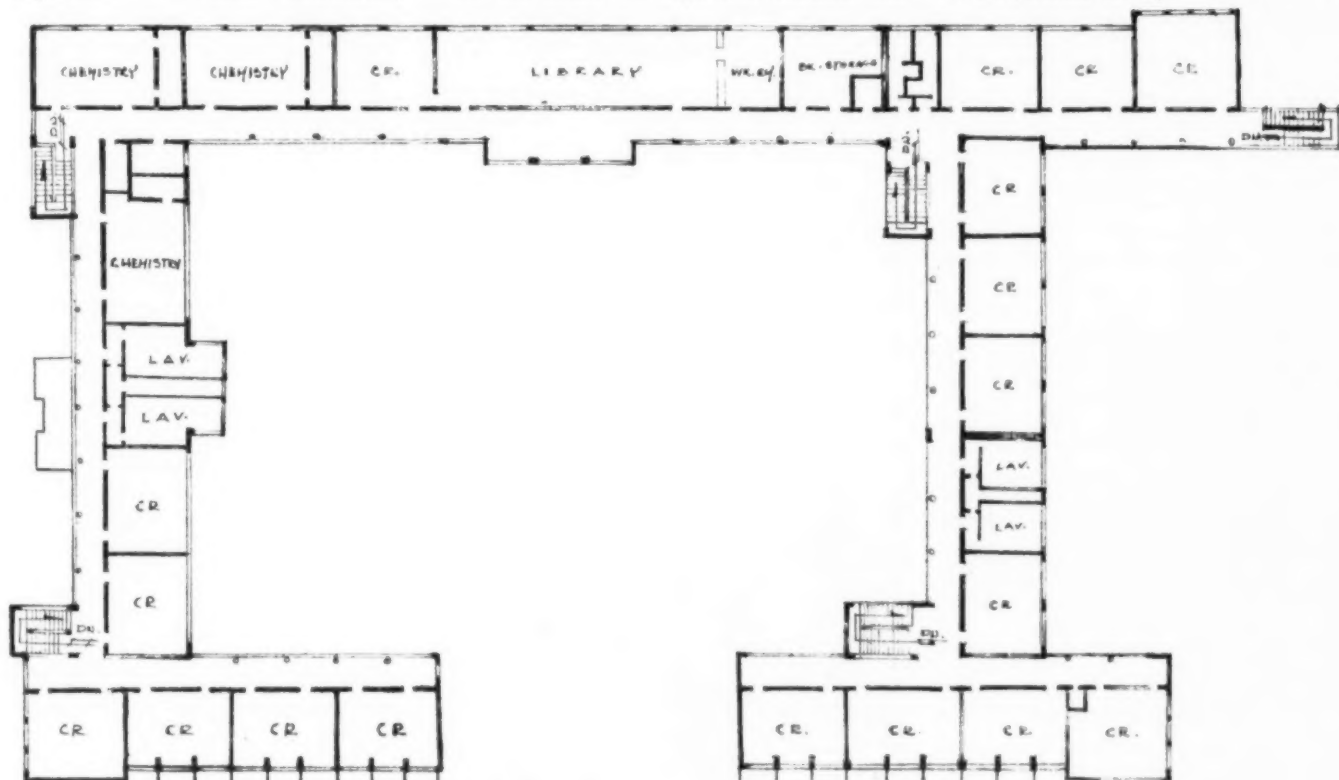
At the outset an important obstacle was

that of establishing adequate standards for school plants of the types desired in various local areas. Deal Crooker, deputy superintendent in charge of instruction, was appointed chairman of a committee whose overall function was to find solutions to these and other problems. Subsequently, this responsibility was transferred to the Director of School Building Services. Acting as a co-ordinating group, this committee has integrated the activities of 12 subcommittees whose task is to recommend requirements for kindergartens, elementary and secondary school facilities, homemaking, vocational agriculture, general shopwork, commercial art and health facilities, administrative and library spaces, adult education, and audio-visual education units. Each of these subcommittees works under the leadership of the director of the particular school plant area under study, and each has available two architects to act in a consultative capacity. Committee membership includes teachers, local school administrators, and others who provide "grass roots" thinking.

Problems Under Study

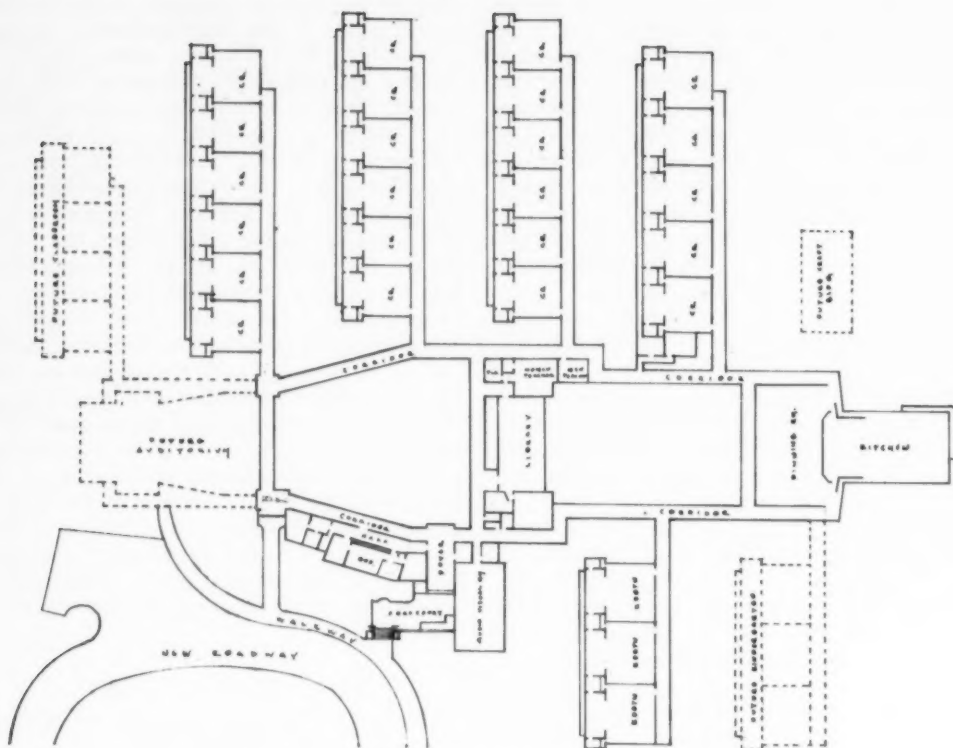
The several subcommittees are developing reports along the following lines:

1. What are the educational needs of young people who will be served by this phase of the school program?
2. How does this particular program meet those needs?
3. What are the specific aims and objectives of this program; i.e., kindergarten, vocational agriculture, etc.?
4. What specific activities are provided to gain these objectives?
5. What special and material requirements are necessary for each of these activities? What space is needed for this particular activity?



SECOND FLOOR PLAN

Second Floor Plan of the Robert Louis Stevenson Intermediate School, Honolulu. — Louis E. Davis, Architect; Ernest H. Hara, Associate Architect; Yoshio Kouimoto, Structural Engineer.



AINA HAINA ELEMENTARY SCHOOL
HONOLULU, OAHU, T.H.
A.M. HEEN ARCHITECT
**Main Floor Plan of the Aina Haina Elementary School,
Honolulu. — A. M. Heen, Architect, Honolulu.**

6. Which special and material requirements are essential? Desirable? What is their priority?
7. How should this activity be oriented to the over-all school program?
8. How should each specific part of this activity be related to the total? For example, if block play is essential to a good kindergarten program, where should it be located relative to other activities?

When the committee reports are completed, it is planned to organize, edit, and prepare a *Manual on School Building Planning in Hawaii*.

This new schoolhouse construction in Hawaii shows an effective combination of recent desirable developments accepted by leaders in the school plant planning field. Included among these innovations are:

Recent Innovations

1. Clerestory and bilateral lighting
2. Interior classroom decoration featuring the use of pastel colors, light-colored furniture and light-colored woodwork
3. Proper equipped and constructed kindergartens, having individual toilets, lunch preparation facilities, outside entrances, etc.
4. Administration units, centrally located in the over-all plant, but integrated in a portion of the plant apart from daily teaching and learning activities
5. Large and well-equipped shop units, separated from the main building, but having adequate space for classroom activities supplementing the shop activities
6. Space allocation to minimize excessive intermingling of elementary and secondary pupils during school hours
7. Adequate service entrances for the delivery and receipt of supplies and merchandise
8. Built-in closets and storage spaces inside the classrooms
9. Handwashing facilities within the classroom
10. Separate teacher-pupil conference rooms as part of the classroom unit
11. Movable furniture, adapted to pupil size in the kindergarten and primary grades
12. Fluorescent bank and concentric-ring incandescent lighting
13. Asphalt tile flooring
14. Acoustical ceiling
15. Light-colored chalkboard, balanced with an adequate amount of tackboard
16. Large, well-balanced and functional cafeterias
17. Large and well-equipped library facilities
18. Facilities for visual education, dark-room activities, etc.
19. Concrete stairways, where second stories are called for, equipped with safety nosing and exteriorly located
20. Janitorial closets in individual classroom units
21. Covered passageways connecting separate buildings
22. Glass brick areas in walls of toilets and other spaces to permit more natural lighting
23. Ceramic tile flooring and glazed tile dado where needed (toilets, etc.)
24. Covered parking areas for teacher-pupil use
25. Large and well-equipped medical units
26. Spacious and reasonably well-furnished faculty lounge rooms
27. Large, roomy toilets, well drained, well ventilated, and sanitary
28. Student activity rooms

A diversified economy exists in the Territory, with individual activities ranging all the way from small-scale agriculture to manufacturing. The many trades followed make it desirable that a widespread curriculum be offered in order that each Hawaiian youth be prepared to follow a vocation most suited to his/her abilities. Provisions for the implementation of such a program are being made in new schoolhouses. For example, a superior vocational education program may be found throughout the Territory. And, since financial assistance for this program is apart from the regular school budget, vocational buildings are often better than those used for standard curriculum activities.

Large Building Sites

School plant planners in the United States long have been interested in the problem of site enlargement. In 1949 the National Council on Schoolhouse Construction recommended a site of five acres for an elementary school and ten acres for a secondary school, plus one acre additional for each 100 pupils of predicted ultimate maximum enrollment. Most of the older school plants on the mainland fall short of this standard; and, because of the lack of proper planning, school sites have been surrounded by business or residential construction to the extent that the acquisition of such land as the school might need is virtually prohibitive in cost. For the most part, that situation is not found in Hawaii.

The majority of school sites in Hawaii are large, well landscaped, and well kept. In one instance, the school principal was asked if children were permitted to play on the grass, and, if so, how was the lawn so well maintained. His reply was that the children played in one portion of the area for a time, and then moved to another portion so that the one just used could regain its beauty.

The amount of site space is not alone the important feature. In most cases long rows of palms line the walkways and huge quantities of flowers and shrubs are advantageously placed.

The principal exception to the abundance of land available for student play may be found in the city of Honolulu where a critical shortage exists in some instances. As new construction has become necessary on these sites, the erection of additions has served to jam buildings together, mixing the new with the old in an undesirable manner. It is hoped, however, that future master planning of schools in these overcrowded areas will permit the destruction of older buildings, and that replacement structures can be so erected that desirable school plant arrangements will result.

In recent years, particularly since the close of World War II, the need for more land in urban areas has been foreseen by local administrative personnel. The lack of fiscal independence, however, has sometimes precluded its purchase. Honolulu has expanded rapidly since the war, and it has been necessary to purchase land well in advance of anticipated building developments or else lose the opportunity to do so entirely.

Campus Type of Plants

The so-called campus type of school plant predominates in the Territory, modified according to the size and number of buildings.

(Concluded on page 88)



Dignified as well as useful is the new Medford School Administration building.

Medford Erects Administration Building

*E. D. Becken**

In June, 1952, the Medford, Oregon, city schools' offices were moved from the city hall to a new administration building. The move provided the city schools' administration with its own "home." For the past twenty years the city schools' superintendent, E. H. Hedrick, and his staff have occupied quarters in the Medford city hall.

Through the years as both city and school administrations expanded to meet the area's rapid growth—almost doubling in population in the past decade—the inevitable situation of cramped facilities for both resulted. In the spring of 1951 the Medford city council requested that the city schools find office space elsewhere. A careful check of available rental facilities in the city disclosed that no satisfactory accommodations were available. Following a conference between the school board and the budget committee, it was decided to provide \$50,000 in the school budget for the following fiscal year to be used for construction of an administration building.

Well Located Site

An excellent site for such a structure was available adjoining the senior high school. This

*Assistant Superintendent City Schools, Medford, Ore.

site was owned by the school district and was within reasonable walking distance of the central business district. The area of the site was approximately .85 acres, triangular in shape, and bounded by city streets. It was decided to utilize this site.

In co-operation with Frank C. Clark, Medford architect, the functional characteristics of the proposed structure were developed by the superintendent and his staff. Plans were

rapidly prepared to embody the practicable and desirable features deemed necessary.

Contracts were let to construct the basic concrete structure, including bearing walls and roof, the electrical requirements, and plumbing and heating needs. Following completion of the contracted portion of the building, school district workmen did all other interior and finishing work. The landscaping of the site was also done by the school district.

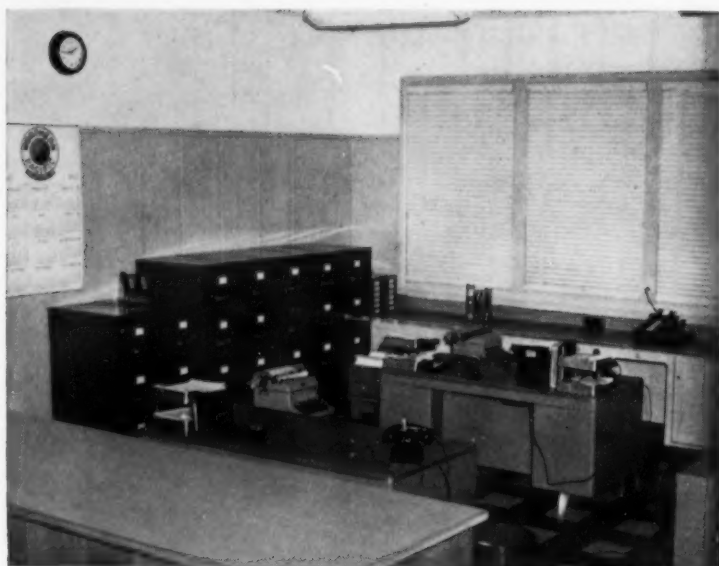
Compact and Utilitarian Structure

The reinforced concrete building is a compact, one-story unit, with floor space approximately 4600 square feet. On the roof light green John Manville asbestos shingles are used. A white California stucco finish sets off the exterior. An attractive dome gives the structure the desired mass effect, yet permits the building to fit well into the surrounding neighborhood. An oil furnace takes care of heating needs and an air-conditioning unit copes with summer heat.

In addition to a main office and reception area, separate office quarters are provided for the superintendent, the clerk of the district, the assistant superintendent, and the supervisors of special education, music, art,



A corner in the mimeographing and mailing room.



A corner in the public office where all visitors are received.



The central professional library occupies a room of wide use to the staff.

health education, and cafeterias. A publications' room of ample size for mimeographing and duplicating activities is located next to the adequate storage room which has an outside loading entrance. The conference room for the school board and teachers' meetings

serves also as a professional library for the city schools' staff.

Cupboard and closet space in abundance has been ingeniously provided for all offices. Working facilities in the form of counters conveniently placed have made for a more

efficient working situation. Fluorescent lighting, combined with warm interior colors having a high reflection factor and attractive asphalt-tile combinations on the floor, has produced an optimum working arrangement for the staff.

The Administrator Evaluates Summer Activities —

WAS YOUR SUMMER WELL SPENT?

*David E. Willis, Ed.D.**

Do you "whistle while you work" these autumn mornings? Are you finding a deep satisfaction in your contacts with children, with your teachers and staff, with the people of the community? Are you able to listen patiently to others' problems? Is there a "spring in your step" each day as you approach a desk piled high with knotty problems of all kinds? Are you "closing the door" on your work each night so that you can relax at home with your family? There will be some superintendents and principals who can reply with an enthusiastic "Yes!" Others may hesitate. To the degree which the individual can feel that these sentiments express the freshened outlook with which he approaches his work, to that degree can he say that his summer experiences made him a better man, professionally and personally.

The school administrator belongs to his community. To keep in close touch with the many individuals and groups who have a concern in the educational program places demands upon his time, energy, and spirit that would lay an ordinary man low. He is "on the go" many hours of each day, almost every day of the week, every week of the school

year and more. A superintendent of a medium-sized district remarked that when he found himself at home with his family one night in the middle of the week, he felt guilty.

The mounting tensions as his cares pile up during the school year often finds the individual looking forward to the close of school with weary eagerness. "Thank goodness it's Friday!" becomes "Thank goodness it's June!" Visions of fishing, golf, gardening, unharried time with his family dance like sugar-plum fairies through his head. There will still be things to do during the summer to wind up the school year just past and to get ready for the next, but the pressure will ease, the pace will slow. If he is to bear up over the years under such pressure and strain, there must be a period annually when he can slow down, relax, recoup. The summer months can afford that opportunity.

It is the way in which these summer days are spent that is of concern to the writer. Before the children return in the fall there should take place within the individual administrator a mellowing, a renewing of the inner sources of physical, mental, and spiritual strength; a change of attitude toward everybody and everything. As the new school year unfolds he should be better able to understand

problems his teachers are facing. They should be finding him a source of greater inspiration and assistance, a more enjoyable person with whom to work.

In September it would seem to be opportune for the individual administrator to evaluate what changes have taken place in him during the summer and to analyze how his summer activities have contributed to that change. The memory of the state of his morale at school's end and of his summer's experiences is fully fresh. A better understanding of what it means to "grow professionally" will enable him to assess what each of his activities has contributed to that growth within him. The administrator who has a practical understanding of the benefits the summer can bring can plan more advantageously for his future summers. In addition, he can help his staff in their own evaluation and planning. He can encourage his board of school directors to broaden their recognition of what his teachers are doing to improve themselves.

"Professional growth" is a term widely used but not always understood. It implies a change within the individual that adds to his competence, that broadens his interests and resourcefulness, that improves his ability to provide worth-while learning experiences for

*Associate Professor of Education, Acting Director of Summer Session, Washington State College, Pullman.

children, that brightens his outlook on life. It is primarily a change of attitude. For the administrator or teacher it should focus on what he is able to do for the children entrusted to his care. It might be defined as a continuing attitude of faith in and charity toward others; of critical evaluation of what he is doing for children; of curiosity about why children are as they are; of lack of satisfaction with what was done for last year's students; of willingness to experiment with new ways of helping the next group.

Summer College Study

Many summer activities may engage the schoolman who seeks professional improvement. In a recent research study the National Education Association found that out of 1615 school systems in cities over 2500 population, 96 per cent had salary schedules in effect which permit higher salaries for higher preparation.¹ Forty per cent of these cities require the teacher to submit evidence periodically of professional growth in order to earn regular annual increments. Activities accepted as fulfillment of these requirements include: educative travel, committee work or special school assignments other than teaching, publication, outstanding service in teachers' associations, participation in organized in-service education activities, work experience, outstanding service in community activities.

Potentially, further summer study at college has much to offer the educator. It is a laboratory where he has materials at hand that often are not available during the school year for the study of his problems. Here is opportunity for him to build a broader background, to get the views of specialists, to learn what is being done elsewhere, and to draw from these theories and practices new ideas to take home to his own situation. Summer school affords a common meeting ground with other administrators and teachers from many different situations. He finds others working on their problems with whom he can exchange points of view and gain new perspective on his own problems. He becomes submerged in a group of entirely different consist [*sic*] than that of his own community, losing his usual status, becoming partially free from its pressures and, therefore, more nearly free to honestly evaluate his own performance. There is a growing trend among colleges to make courses more practical, to center them on matters of real concern to students, to get away from study for study's sake, to keep class sizes small so that each instructor can give more attention to the individual student. During the school year teacher-educators are more and more getting out into the schools to learn firsthand what is going on and what teachers and administrators are doing.

A Time for Reflection

Summer session has values if approached right by the individual, but improvement is not automatic. Whether or not he gains is

pretty much up to him. One might say that he gets out of it what he puts in. Often it depends upon what he expects from his experiences there: rest, to be *told* answers to his problems, or to receive help in thinking out his own answers. It is primarily a matter of motivation of the strength of purpose and attitude with which the individual approaches summer session. During the past summer the writer worked with a small group of principals and superintendents in a class study of human relations. Impressed by their seriousness, he asked several why they came to summer school. Readily admitted were the usual motives of professional advancement by means of higher degrees and additional certification, keeping the G.I. Bill in effect, desire for economic gains to come from additional preparation, and increased prestige. But almost everyone was also looking beyond these tangible gains. To quote: "I came to summer school to evaluate my progress through reading and reflective thinking. This is much more difficult to do away from a college campus and library, primarily because it is one of those things which is more pleasant to put off. In the atmosphere of classes and shop talk one is drawn to reflect on the kind of job he has been doing." "Summer session is a shot in the arm. To be too close to a job for a long period of time causes me to become discouraged, and I fail to view the situation objectively." "It brings me stimulation to do a better job. Also, there is satisfaction in knowing how some of the things I'm doing are valued in light of new research."

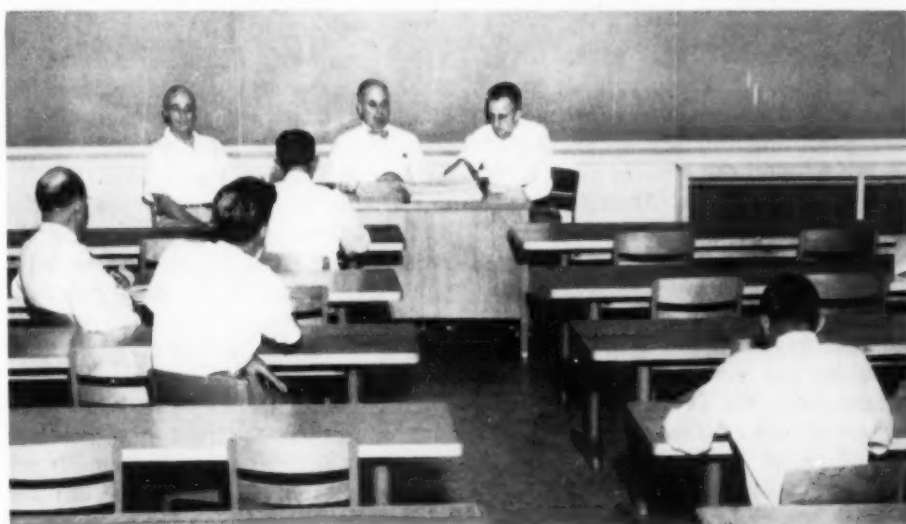
One said that when he comes to summer school, he gets acquainted with his family all over again. During the school year the many demands on his time and attention tend to keep him away from them, making him too often impatient when his children want to play with him or ask him to listen to their troubles. The family relaxed atmosphere in a new environment is extremely beneficial to each of them.

Work Is Helpful Too

There are potential values in many activities not associated with professional growth. Travel, pursuit of one's hobbies, cultural experiences, recreational activities, avocational labors can refresh the individual and contribute to his professional growth. One may work in the community in which he teaches, doing work alongside his fellow citizens. They can come to know another side of him, to appreciate him as a person of many interests and abilities. He, in turn, can get to know them as individuals and to appreciate the backgrounds from which the children in his school come. Physical labor during the summer can be a tonic to the educator, sending him to bed each night worn out physically; at peace, mentally and spiritually. Such work can also bring financial relief in these days of high living costs and lessen this tension during the school year.

The activity itself does not bring about growth within the individual. It is the spirit with which he enters into it; it is what he seeks and takes away inside him; it is the attitude he has toward himself and toward others with whom he will associate in an "extracurricular activity." Mere attendance in the best class taught by the most resourceful of the experts does not mean that the individual will take anything away that he will use. Mere talking one's problems over with others and listening to their problems does not bear fruit unless he is willing to take a searching look at himself to see where improvement is needed. Growth will come to the individual who is honest in his evaluation of what he is contributing to others.

One often hears that "hindsight is better than foresight." Use your hindsight while its focus is still sharp to see what you put into this past summer's experiences and what they have contributed to your professional growth. Plan now for next summer. Freedom of opportunity for the educator during the summer is an invaluable privilege. Use it wisely.



One lone citizen (lower right) appeared before the Tucson, Arizona, board of education when the \$5,470,936 budget was discussed and adopted. (Sedley-Hopkins Photo)

¹National Education Association, *Research Bulletin*, 30:47-48, Apr., 1952.

The American **School Board Journal**

William C. Bruce, *Editor*

THE YEAR AHEAD

THE school year just beginning promises to be difficult for school boards, their executives, and teachers. There will be growing problems of finance because of inflationary tendencies; there will be difficulties in maintaining staffs; there will be shortages of classroom space in many communities because of growing enrollments; there will be uneasiness because of the international situation and domestic economic uncertainties; there will be criticisms of school services and curricula. In all matters the school board must be the strong, steady body which picks up the challenges of day to day operating of the schools; which provides the atmosphere of security and tranquillity in which teachers and pupils can carry on their tasks to a successful end. The future of America depends truly on the school boards for the schools are still a first line of defense.

EFFICIENCY WITH DEMOCRACY

IT IS a widely accepted fact that the day of the rugged individualist in business and industry has passed. While there are and always will be a few ruthless drivers whose will is law no matter what the effect, the vast majority of chief executives in American business are noted for their qualities of genuine leadership, their ability of drawing together a competent team of associates and specialists, and their skill in putting co-operative drive into the whole staff.

In city school administration the period of the rugged individualist which began before the turn of the century, is also past. This period had its greatest growth in the decades preceding and following World War I, but has declined steadily since early years of the depression. Among the effective causes of change have been the betterment of professional education and ability of teachers, the strong specialization in subject-matter fields and supervisory methods resulting in the employment of experts in secondary and elementary curriculum, testing, personnel, etc. On the business side of city school offices, the increase in the number of career men who are bringing scientific principles and techniques into the general business control, the purchasing, the financing, the management of school plants — these too have contributed to the growth of co-operation in all school

administrative practices. A final influence has been the insistence of the professional associations and unions of teachers and noncertificated employees that they have a right at least to be heard in administrative matters affecting their status and work.

In American business the decline of the individualist in management has been accompanied by some decentralization and a strong movement toward the development of creative rather than mere administrative activity. The division heads, the engineers, the plant managers, the research men have sought to contribute ideas, inventiveness, ingenuity all directed toward the total progress of the enterprise. In school administration that same tendency has been noted especially in the past five years.

It is well for boards of education to insist on the democratic administration of the school system, to set up policies and procedures within the laws that will make the superintendent a creative and constructive executive. To do this the board must itself refrain from bringing unwise pressures on the superintendent and must protect him from the harassing influences of groups and individual citizens.

THE NEW VETERAN EDUCATION LAW

THE new G.I. Bill of Rights for veterans of the Korean war should attract a larger proportion of students to the colleges and vocational schools than did the law for World War II veterans. The law is quite generous in allowing one and one-half days' school attendance for each day of military service after June, 1950. A really serious student who makes full use of the four quarters of the scholastic year, or of the summer session in colleges where the two semester arrangement is observed, should readily complete a full college course. The allowance of \$110 a month for single men, \$135 for men with one dependent, and \$160 for men with two or more dependents, is ample under ordinary circumstances to meet the needs of paying tuition, maintenance, etc. The law wisely bars the avocational and "fun" courses which rightfully brought down criticism on the older law. It is contemplated under the new bill-of-rights that the ex-soldier shall seek a solid general education or instruction which will lead into a useful occupation for which he or she has capacity.

The new law includes provisions to prevent abuses on the part of schools and students which brought on so much criticism of the old G.I. law. For the vocational schools and the colleges the new law provides a magnificent opportunity to offset the educational and social losses which the Korean war and the compulsory

military service has caused in the interruption of the lives of hundreds of thousands of young Americans. For the school boards who have the direction of local trade and vocational schools and junior colleges there is a serious responsibility to see that these institutions do a competent job.

THE EVALUATIVE PROBLEM

A WRITER in the *Clearing House* complains that the present administrative set-up of local school systems does not provide a separate evaluative branch and recommends that councils of educators be established to undertake this work. He writes:

"The school board is the legislative branch of the structure. The superintendent and the school staff constitute the executive branch. The judicial or evaluative branch is missing at present as a conscious part of the structure. We need to recognize that the judiciary function is not to override administrators or school boards with implications of guilt. Rather, educational advisory councils can offer sound appraisal to promote integration and improvement in the public schools."

The recommendation is interesting but overlooks, we think, the fact that a considerable evaluative machinery already exists. School boards are required by law and, as a matter of common practice, do have a judicial function and do review the professional work done by the administrators and the teachers. In a preliminary and thoroughly professional way the superintendents' reports pass judgment on the efficiency of the teaching, the quality of the educational product. A council of teachers can hardly add much to the evaluative means which already exist unless perhaps a teacher group would want to undertake the job of suggesting expansions and improvements of total local programs or to make ticklish, not-to-be-desired attempts at judging the efficiency of themselves and their co-workers.

Education makes a people easy to lead, but difficult to drive; easy to govern, but impossible to enslave. — *General Omar N. Bradley.*

Honesty and competence need no shield of secrecy. — *Woodrow Wilson.*

The most important social agency in any community is the home. Neither school nor home should hold itself apart from the life of the other. Unified action may be felt in the better development of the education of our boys and girls. — *Edwin A. Nelson.*



In the new

BELOIT SENIOR HIGH SCHOOL

all laboratory equipment was furnished by Hamilton

The use of Hamilton laboratory equipment in such noteworthy installations as the new Beloit, Wisconsin, Senior High School is the most persuasive testimony we can offer to the excellence of our products. School administrators everywhere have found Hamilton's free planning service enormously helpful in meeting their particular laboratory requirements. If you would like to contact the experienced Hamilton Field Engineer nearest you, or would like a copy of Hamilton's Laboratory Equipment Catalog No. 211R, write today to—

Hamilton Manufacturing Company

TWO RIVERS, WISCONSIN

Manufacturers of quality wood and metal laboratory equipment

SCHOOL BOARD JOURNAL for SEPTEMBER, 1952

INTEREST—An Administrative Technique

A Scotchman took an interest in his employees to avoid paying interest on their indifference. It took years for some businessmen to learn that employees would take more interest in customers if management took more interest in employees. Treat me as you would have me treat others is a most effective leadership maxim.

A mother called on a high school principal to enlist his aid in solving her daughter's problem. She had lost interest in her classes, her grades had dropped one letter, and she wanted to quit school. This indifference was caused by a broken friendship with a classmate. The two girls had been close friends since they entered kindergarten.

The principal treated the mother's visit with strict confidence. He assured her the girl would not even know he was aware of her difficulty. A physician can effect cures without revealing to his patients that he knows what is wrong with them. It is only necessary that he know. It is seldom wise to let patients know they are mentally ill.

The administrator called in two women teachers, told them the problem, and the three agreed to take more interest in this girl. In two weeks she was back in tune with

her work. She confided to her mother that school had taken on a new meaning.

Calvin Coolidge once observed: "People criticize me for harping on the obvious. Perhaps some day I'll write an article on *The Importance of the Obvious*. If all the folks in the United States would do the few simple things they know they ought to do, most of our big problems would take care of themselves."

We search for abstruse techniques in our work when the obvious (and very simple) solution, in many cases, is *more interest in students*. It would startle administrators to record the number of problems that can be solved by simply taking more interest in teachers and students. Even more startling would be the few problems that would arise if this philosophy permeated the entire schools in a town.

Don't talk to a student about his faults until every method has been used to vanquish them through the creation of personal virtues—and one of the most useful tools is sincere interest. The impossible is accomplished by the person who knows others are interested in his welfare and have confidence in his ability.—BRICE DURBIN.

and other educational groups by conducting informative conferences of the association members. A final objective will be the interpretation to the public of school functions and problems, and of needed progress.

The work of the association is channeled through a board of directors made up of a representative from each county and the officers. Four standing committees have been appointed to: (a) work out the program, (b) act as public relations representatives, (c) act in legislative matters, and (d) promote memberships and the quarterly meetings. The president of the Association for 1951-52 was Carl Leonall, who is also president of the Cheboygan county board of education. The executive secretary is County Supt. Claude M. Elmore, of Cheboygan.

Benefits Noted

In commenting on the work of the association Mr. Elmore points out that: "Even though the organization is young and still in the formative stages many worth-while benefits have been derived because of its existence. In connection with the December meeting, the State Department of Public Instruction in co-operation with the Extension Staff of Central Michigan College of Education conducted an all-day workshop conference for the members of 15 county boards of education. At the March, 1952, meeting, Dr. Lawrence Vredevee, director of the Bureau of School Services of the University of Michigan spoke on the responsibility of school board members and outlined some of the challenges in 1952 facing educators in their everyday work. He brought out some of the results of the first phase of the Michigan State School Facilities Survey and pointed out to the school officers how these results could be used for the betterment of education.

"Other outstanding activities of the association," Mr. Elmore points out, "have been the fellowship and discussion sessions that come along with every meeting. The June meeting was held at Cheboygan at which time a member of the Michigan School Board Association spoke to the group.

"No doubt as the association grows and progresses with its activities from year to year, it will serve a more definite purpose and be of strengthening value to its members. The county boards within the area will realize more and more the functions of the County School Office, as it works under the County School District Act. The possibilities will come into light and the boys and girls will gain from new educational endeavors. Perhaps the various communities' reactions to the importance of the county board of education will be strengthened and schools will continue to exist more for the benefit of boys and girls."

Michigan County Boards Organize

Members of the county board of education and their executive officers, the county superintendents of schools in the 12 northern counties of lower Michigan, are engaged in an interesting plan of self-education and in-service improvement.

Within the past few years all the counties in Michigan have come under the County School District Act, which places the activities and work of the county superintendent and the school office under the supervision and control of a county board of education. The duties of these boards are new to the members, and their problems are complicated by the transition of the county school office from the direction of an elective commissioner to a professional superintendent.

The Association's Objectives

To help themselves find their true functions under the law and to develop educational leadership, the 12 county boards in the northern end of lower Michigan held a number of meetings and in September, 1951, decided to hold quarterly gatherings. Subsequently in



Claude M. Elmore

Carl A. Leonall

December, 1951, a constitution and bylaws were worked out and officers elected. Among its objectives the Association will seek to promote the interests of education in the respective counties by the exchange of ideas and information on worth-while school projects. Co-operation will be developed with the state department of public instruction, with the universities, with other boards of education,

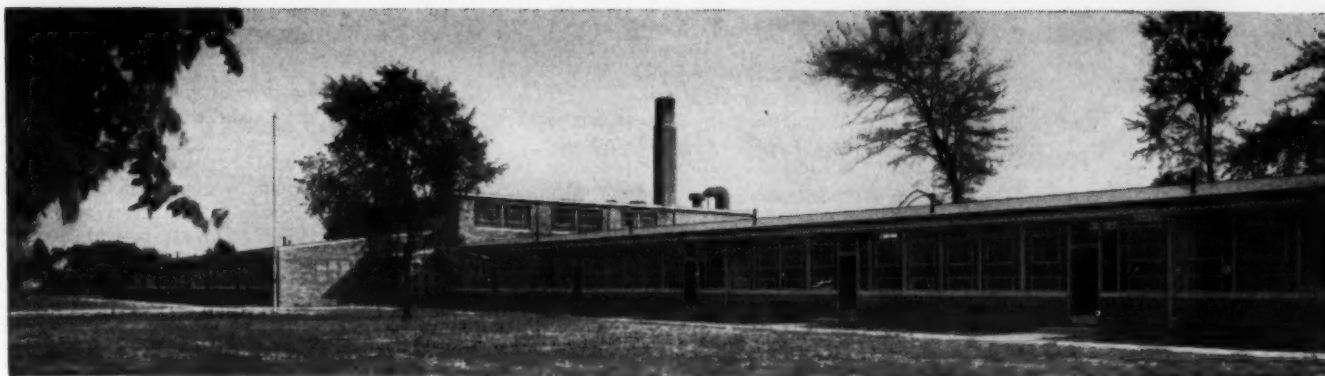
SCHOOL VERSUS CITY COSTS

In a study of 41 cities by the Educational Research Division of the NEA, it is indicated that school costs as related to general governmental costs of city governments are dropping slightly. In 1949, 41 cities of 100,000 population and upward spent 30.5 per cent of the total payments for major city governmental functions. In 1950, this percentage had been reduced to 30.2 per cent.

New York City, the only city with more than one million population, reported a drop from 27.9 per cent in 1949 to 27.2 per cent in 1950.

There was an increase in the relative outlays of the six cities of more than 500,000 population reporting. This increase rose from 35.6 to 36.3 per cent.

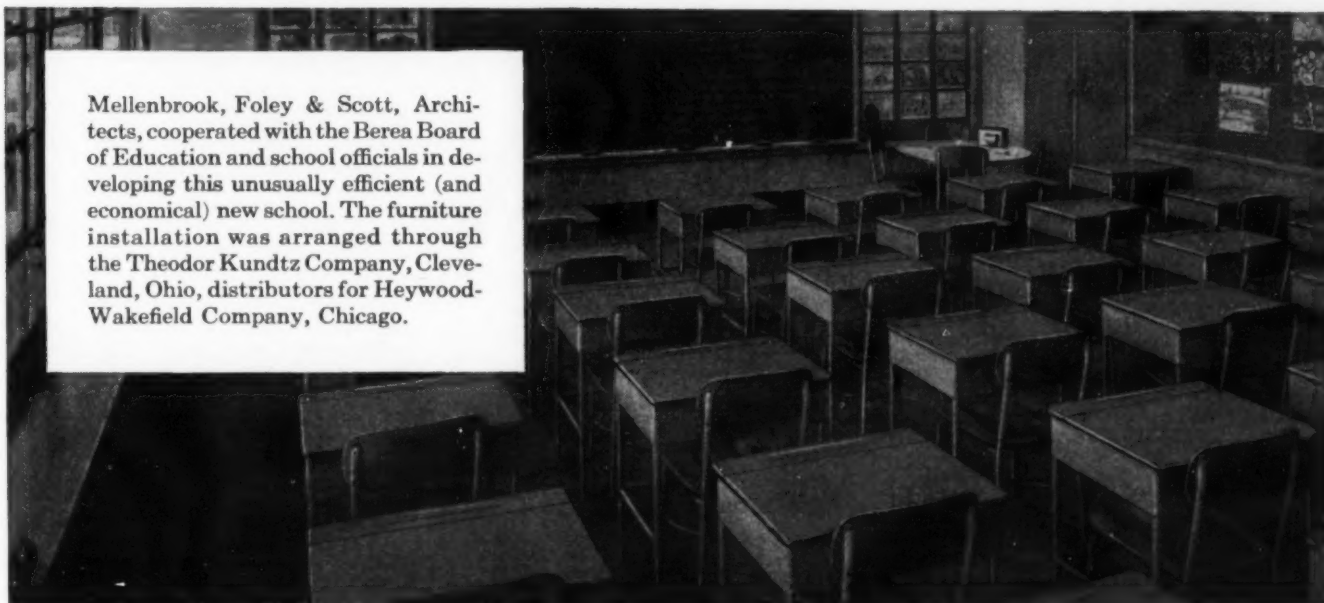
The reduction in percentage of cities of 250,000 population and upward was from 38.8 to 38.7, and a similar slight reduction was noted in cities of 100,000 population and upward, from 34.9 to 34.8.



New Fairwood School Achieves Unusual Flexibility

Fairwood Elementary School, Berea, Ohio, is a dramatic demonstration of many current trends in school planning. Among these are some unusual provisions for completely adapting each room to the specific needs of a given class. The selection of light-weight, easily moved desks and chairs was, of course, a basic step. In addition, virtually all cabinets, wardrobes, bookcases, benches, and tables are movable so that the entire arrangement may be changed to suit various types of teaching.

Mellenbrook, Foley & Scott, Architects, cooperated with the Berea Board of Education and school officials in developing this unusually efficient (and economical) new school. The furniture installation was arranged through the Theodor Kundtz Company, Cleveland, Ohio, distributors for Heywood-Wakefield Company, Chicago.



One of the roomy, well-lighted classrooms of Fairwood School. All twelve elementary grade rooms are equipped with Heywood-Wakefield Table-Desks S 1040 LL, and All-Purpose Chairs, S 915. These are of strong, welded seamless tubular steel construction which combines light weight with exceptional durability. The wide range of carefully graded sizes assures good posture and comfort for all age groups.

The new catalogue of Heywood-Wakefield tubular steel School Furniture and auditorium seating is now available on request. Write direct to Menominee.



*School Furniture Division
Gardner, Massachusetts and
Menominee, Michigan*

★ The ORIGINAL Tubular Steel School Furniture ★



EDUCATIONAL TELEVISION

The Federal Communications Commission on July 25, authorized four noncommercial educational television stations. Eight additional applications are still under consideration. The stations authorized are: Kansas State College of Agriculture, Manhattan; and three stations at Albany, Buffalo, and Rochester, New York, under the authority of New York State Regents.

The stations which have not yet been authorized will be located at San Francisco-Oakland, Calif.; Hopkins Vocational School, Miami, Fla.; University of Houston, Houston, Tex.; and New York City, Syracuse, Binghamton, Ithaca, and Utica, N. Y.

Spent 300 Millions Dollars

The General Education Board has reported that since its organization 50 years ago appropriations have been made for educational purposes amounting to \$310,947,185 and of this sum \$142,616,791, or 46 per cent, has been expended for colleges and schools in the South. The aid given to Negro schools has amounted to \$53,542,158 or 37 per cent of the expenditures of the South.

EDUCATION IN POLITICAL PLATFORMS

The Democratic Convention in Chicago adopted the following plans concerning education, child welfare, etc.

"Education: Every American child, irrespective of color, national origin, economic status or place of residence should have every educational opportunity to develop his potentialities.

"Local, state, and federal governments have shared responsibility to contribute appropriately to the pressing needs of our educational system. We urge that federal contributions be made available to state and local units which adhere to basic minimum standards.

"The Federal Government should not dictate or control educational policy.

"We pledge immediate consideration for those school systems which need further legislation to provide federal aid for new school construction, teacher's salaries, and school maintenance and repair.

"We urge the adoption by appropriate legislative action of the proposals advocated by the President's Commission on Higher Education, including federal scholarships.

"We will continue to encourage the further development of vocational training which helps people acquire skills and technical knowledge so essential to production techniques.

"Child Welfare: The future of America depends on adequate provision by the Government for the needs of those of our children who cannot be cared for by their parents or private social agencies.

"School Lunches: We will enlarge the school lunch program which has done so much for millions of American school children and charitable institutions while at the same time benefiting producers."

SCHOOL LUNCH FUNDS

The sum of \$83,367,491 available through the U. S. Department of Agriculture for school lunches during 1952-53 has been apportioned to the extent of \$65,875,000 for reimbursements for local food purchases and \$16,000,000 for foods to meet nutritional requirements of children. As in previous years, local schools will be obliged to match each dollar of federal funds with \$1.50 from local sources wherever the per capita income in the state equals or exceeds the national average. During the last school year 1½ billion meals were served to 9.3 million children attending 56,000 participating schools.

NEW ORLEANS PROBLEMS

The Orleans Parish School Board has reported to the citizens of the city of New Orleans that as of July 1, 1952, the total enrollment in the Parish schools was 67,508 children. The board has recently appointed a business manager and has made distinct progress in reorganizing the business division of the school administration.

During the coming school year the board will make considerable expansion of its policy to bring all children in the city schools under the 6-3-3 plan of organization. The board has recently completed three elementary school buildings and has under construction two further elementary buildings. The program for the coming year includes 18 elementary school buildings, three junior high school buildings, and one senior high school building. The immediate funds to be expended are \$5,000,000.

The educational administration of the schools continues to be under the direction of acting superintendent O. Perry Walker.

**a Diller
a Dollar...**

- Simple
- Long Life
- No Gadgets
- Minimum Maintenance

STANDARD

Even a ten o'clock scholar knows that
STANDARD ELECTRIC TIME IS THE RIGHT
TIME... ALL THE TIME...

We cooperate with School Boards, Architects
and the Government to conserve strategic
materials, and thus help meet the
nationwide cry for More Classrooms.

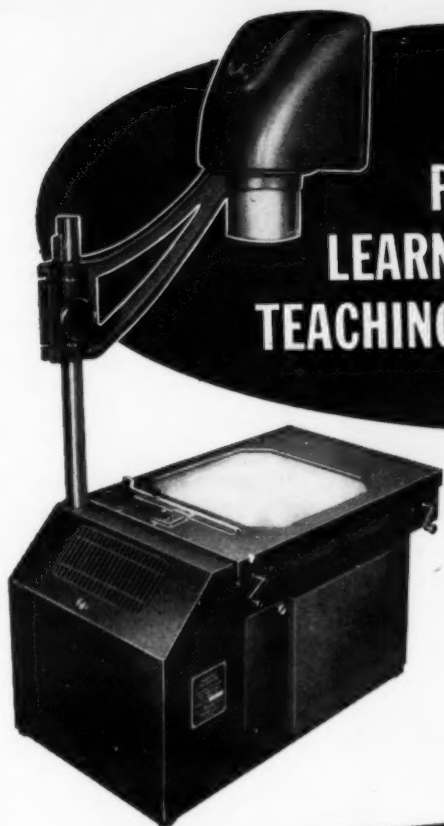
STANDARD

SINCE 1884

School Program and Clock Systems

STANDARD ELECTRIC TIME COMPANY

83 LOGAN STREET • SPRINGFIELD 2, MASSACHUSETTS



Beseler
**PROJECTORS MAKE
 LEARNING MORE INTERESTING...
 TEACHING MORE EFFECTIVE**

MASTER VU-GRAPH for overhead, daylight, transparency projection

With the VU-GRAPH you can face your class in a fully lighted room, pacing your lecture for greatest audience attention. In addition, you can now gain the psychological advantage made possible by the use of progressive disclosures, overlays, and actual plastic working models. And with the roll attachment, using wax crayon, you can write spontaneous notes, or, if desired, prepare an entire lecture in advance.

Special attachments available for projecting 3 1/4 x 4 and 2 x 2 slides and also 35 mm. film strips make the MASTER VU-GRAPH the most flexible medium ever devised for graphic presentation by projected transparencies.

Beseler **VU-LYTE** for projecting opaque materials of instruction

Maps, diagrams, illustrations, and text can be projected in a partially lighted room without need for mounting or special holders. The Vacumatic* Platen holds single sheets up to 10 x 11 flat without flutter, and the Feed-O-Matic* Conveyor automatically feeds in new copy and ejects the old as the lesson proceeds.

Without leaving the VU-LYTE, you can direct special attention to salient features by the exclusive, built-in Pointex† Projection Pointer, which throws a movable arrow of light on any part of the screen.

The Beseler VU-LYTE is the most versatile, convenient, and efficient opaque projector ever produced.

Learn how these two projectors can make teaching more effective for you. Folders describing these and other visual aids in detail will be sent on request, or free demonstration arranged in your own projection room.



*Patent Pending
 †Patented

CHARLES *Beseler* COMPANY
EST. 1909
 60 Badger Avenue, Newark 8, N. J.
 The World's Largest Manufacturer of Opaque Projection Equipment

PHILADELPHIA RETIRED TEACHERS

The Philadelphia Public School Retired Employees Association, which stems out of the prior existence of the Pennsylvania Retired Teachers Association, has just completed the first five years of its existence.

The association was primarily organized for the purpose of considering the financial plight of annuitants living on fixed incomes of decreasing values. Later, it was found that immediate need of annuitants was for various kinds of assistance other than financial. Thus, service activities, as bazaars, card parties, picnics, etc., were organized.

The Association which has eased the lives of retired employees has raised the morale of current employees. The possibility of establishing a home

for retired employees is being investigated. The Philadelphia Teachers' Institute in concluding its activities transferred assets to the amount of \$54,000 and which have been carefully invested. The Blue Cross has given all the benefits accruing from group membership. Negotiations are under way to include membership in the benefits of the Blue Shield. The membership in five years has grown from 230 to 1362.

B.I.E. DAY SUCCEEDS

A most successful Business-Industry Education Day was conducted in East Baton Rouge, La., April 8, 1952, under the sponsorship of the Baton Rouge Chamber of Commerce, the Parish School Board, and the administrative and teaching staffs of the parish schools. A handbook devised under the direction of Supt. Dr. Clark

L. Barrow, provided the detailed information on the organization and services of the schools, on which the PTA members and the businessmen might develop a better understanding. The program of the day opened with an 8:30 a.m. program in the Istrouma High School in which President T. H. Montgomery of the school board, and Dr. Barrow provided the over-all information which the community needed to understand the schools, the existing opportunity for support from business, and the co-operation on which future educational developments must depend. The day was spent by the businessmen and school patrons in visiting classrooms, shops, and the school board offices to see work under way and to take part in explanatory conferences with the teachers and supervisory staff members. In the evening the ceremonies were closed by a general assembly in the Baton Rouge High School with an address by a nationally known educator, Supt. W. A. Early of Arlington, Va.

The B.I.E. Handbook included such material as: (1) a directory of the school, (2) a statement of the functions and services of the central office staff, (3) a statement of activities which may be observed by the visitors to the schools, (4) essential educational and financial statistics, (5) an explanation of the expenditure of the school dollar, (6) a complete report in the school building program, the construction fund.

The B.I.E. day has had a noticeable effect on the public relations and the support of the schools.

MAKE TEACHING AIDS

The California Department of Corrections has announced through the California State Department of Education that it is manufacturing a number of articles for school use in the seven state prisons and correctional institutions. A recently added item to be manufactured by prisoners consists of large hollow wooden blocks of various sizes for kindergarten and primary school use. A set of solid wood blocks and storage boxes are also available.

The articles produced by the prisoners at practically no cost for labor are to be limited to two types: first, items accepted in school use; and second, new articles recommended for manufacture as a result of research by qualified educators.

TV REDUCES PROFITS

TV is making a serious inroad on athletic receipts at Davenport, Iowa, high school, according to school board members.

Although operating at a profit, revenue during the 1951-52 school year totaled \$38,920, a sum of \$2,633 less than last year, while expenditures were \$35,835, a drop of \$9,477 from the previous year.

Football receipts apparently suffered the most from television with the \$11,725 revenue about \$6,000 below the anticipated gate. Basketball, with revenue of \$13,631, returned a profit of \$6,316 compared to \$855 profit for the gridiron sport.

SCHOOL POPULATION

The U. S. Bureau of the Census has reported that as of October, 1951, the total civilian school enrollment of children between the ages of 5 and adults of 29 was 30,466,000. This was 52.8 per cent of the estimated 57,650,000 civilian population between these ages. The increase in enrollment was 1.2 per cent.

The figures further indicate that the total percentage of persons between the ages of 5 and 24 enrolled in schools was 65.5, an increase over the previous year of 1.7 per cent.

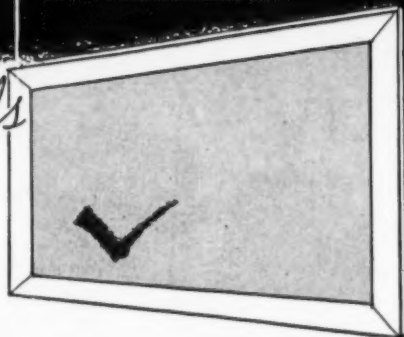
RIGHT for SIGHT

A complete combination of classroom sight-savers

✓	LITESITE Chalkboards	✓	ALPHASITE Yellow-tinted chalk
✓	OMEGA Chalkboard chalk in color	✓	COSTELLO Double-Sewed Erasers

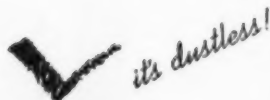
* Litesite Chalkboards

The completely modern chalkboard. Restful and refreshing green that makes the classroom pleasant and homelike. Light, glareproof writing surface is truly right for sight.



* WEBER COSTELLO COMPANY

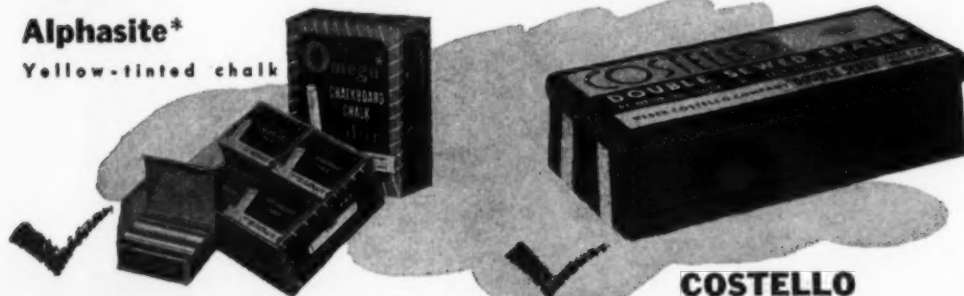
Chicago Heights 1, Illinois, U. S. A.



Alphasite*

Yellow-tinted chalk

Yellow-tinted Alphasite is especially recommended for sight-saving classrooms! Crisp, even marks that are easily read, easily erased.



Omega* Chalkboard Chalk in Color

Eight pleasing OMEGA colors! The easy way to brighten your chalkboards because — Omega erases completely.

COSTELLO

* DOUBLE-SEWED ERASERS

Unquestionably the finest eraser made! Ten separate sewings, reinforced back, first quality felt.



SCHOOLS DAMAGED BY EARTHQUAKES

School buildings in various parts of California, particularly in Kern County, were damaged by the earthquake which struck the southern half of the state on August 1 and 2. It is estimated that the State will need 44 million dollars to replace buildings and to provide for additional classroom space in crowded communities.

Governor Earl Warren has stated that 412 million dollars additional will be used in the next four years for school building construction. The state has increased the enrollment by 144,000 pupils during the past year.

67 MILLION DOLLARS ALLOCATED

The U. S. Government has allocated \$67,000,000 for school construction in federally affected defense areas.

The Office of Education has announced that funds had been set aside for local school districts for 279 buildings needed in overcrowded boom towns.

Congress appropriated \$195,000,000 for such school construction between now and June 30, 1953. This leaves almost \$128,000,000 still to be allocated. Several hundred applications were being considered.

The largest allocation—more than \$10,000,000—went to Virginia. Texas, California, and Georgia each got more than \$4,000,000.

SCHOOL BUILDING NEWS

► Ontario, Ore. The 500 students of Ontario High School have moved into a modern \$718,000 building. The school, which has an 800-seat auditorium and a 2500-seat gymnasium, is located on a 20-acre site.

► Otsego County, Mich. New Schools include a 12-grade building for Gaylord, the first six grades for Johannesburg, and all 12 grades for Vanderbilt.

► Los Angeles, Calif. More than 35 new staff members have been added to the city school building branch in order to speed work on the \$130,000,000 building program authorized in the June 3 school bond election.

School Business Manager A. S. Nibecker said that the new openings are for technical positions and have been filled by competitive civil service examinations. The salaries range from \$355 to \$516 monthly.

► The board of education of Newark, Ohio, has awarded contracts for an 8-room addition to the Wilson Junior High School to cost \$128,000.

► The board of education of Community-Unit District No. 7 at Edwardsville, Ill., will shortly erect three elementary schools, additions to the junior and senior high school buildings, and will remodel three further elementary schools. The board has available \$1,500,000 recently voted in bonds. The educational planning is under the direction of Supt. E. L. Alexander.

► Bridgeport, Pa., schools have just completed a \$400,000 elementary building containing 13 23 by 27-ft. classrooms, a kindergarten, cafeteria, and library plus a health unit to service the entire district.

► Charleston, Mo. Four classrooms are being added to the Negro elementary school and a new six classroom building for sixth, seventh, and eighth grades is under construction. The Dorena School District, composed of five farmer districts, is building an eight classroom elementary school to replace six one-room buildings.

► Ridgeway, Mo. The cornerstone for the almost completed elementary and high school building was laid on July 4.

► McAlester, Okla. The L'Ouverture Elementary and High School for Negro Children has been built at a cost of \$270,000. The Jefferson Elementary School will cost approximately \$240,000.

► South Deerfield, Mass. A \$250,000 gymnasium-auditorium will be constructed for Deerfield High School.

► Ludington, Mich. Construction has been started on a new junior high school building.

► Bedford, Pa. Classrooms, industrial-arts and vocational agricultural shops, a cafeteria, music room, and gymnasium are being added to the high school. An all-purpose room, a cafeteria, health room, and an office are being added to each of the elementary schools.

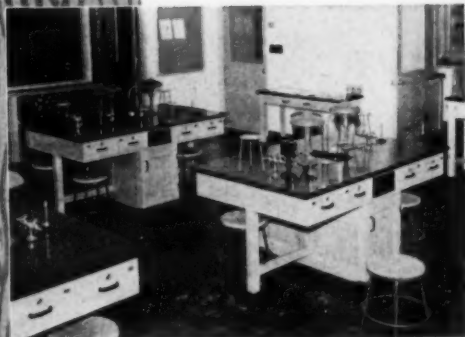
► The Orleans Parish School Board, New Orleans, La., has brought suit for \$101,247 against a Houston, Tex., contracting firm and their surety for failing to complete a Negro elementary school building at South Roman and Third Street, New Orleans.

► Construction of a new one million dollar school building is planned by Marion Center, Pa., Joint School District.

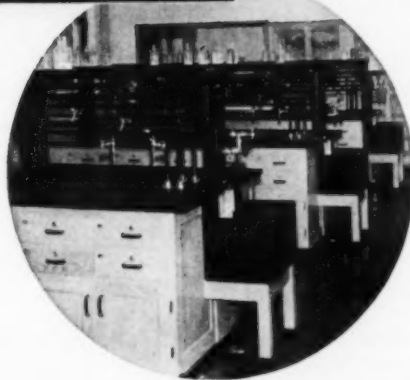
Sturdy Oak

the **STEEL** of woods...

in all its natural beauty



For your laboratory—famous Kewaunee custom quality furniture in beautiful, long-lasting, natural finish oak. Oak—the *steel* of woods—for rugged service, long life. Oak—in natural finish—to brighten your laboratory, speed your work.



Specify oak—readily available—for durability and attractiveness. Specify Kewaunee—for finest custom quality, at extremely modest cost. Write today for a free copy of our catalog of Scientific Laboratory Equipment.

Representatives and sales offices in principal cities

Kewaunee Mfg. Co.

J. A. Campbell, President
5009 S. Center Street • Adrian, Michigan
Manufacturers of Wood and Metal Laboratory Equipment

SCHOOL FINANCE AND TAXATION

SCHOOL BOND SALES

During the month of June, 1952, sales of school bonds in the amount of \$199,244,870 were recorded. The largest sales were: California, \$106,188,000; Illinois, \$5,723,000; Michigan, \$7,602,000; New York, \$22,259,000; Ohio, \$6,943,000; Pennsylvania, \$15,146,000; and Texas, \$4,907,370.

During the first six months of 1951 sales of school bonds amounted to \$528,681,580. In 1952, during the same period, sales were \$612,930,531.

The average cost of 20 municipal bonds as of June 1 was 2.15 per cent.

SCHOOL FINANCE

► The voters of the North Syracuse, N. Y., Central Schools district have voted a bond issue of \$4,250,000 to finance a junior-senior high school building of 1800 pupil capacity, and a 21-room elementary school, and an addition to the existing Mattydale elementary school. The educational planning is under the direction of District President, Morris S. Hammond.

► Shenandoah, Iowa, voters have approved a \$350,000 bond issue for the purpose of erecting a six-room and kindergarten elementary building and a four-room elementary school, and remodeling high school to accommodate both junior and senior high school pupils.

SCHOOL BOND SALES

Flowing Wells School District, Tucson, Ariz. Voted, \$160,000.

Escondido, Calif., High School. Sold, \$970,000 at 2.564% cost.

Mount Diablo, Calif., Unified School District. Sold, 1.5 million dollars at 2.42% interest.

Long Beach, Calif., Unified School District. Sold, 8.5 million dollars building bonds at net interest cost of 2.118%.

Santa Barbara, Calif. Sold, 1 million dollars at 1.8142% cost.

Arlington Heights, Ill. Voted, \$475,000.

Cook County, Ill., School District No. 25. Sold, \$475,000 at 2.5617% cost.

Council Bluffs, Iowa. Sold, 1.2 million dollars at 100.04 for 1 1/4% coupons.

Hudson Rural High School District, St. John, Kans. Voted, \$135,000.

Smith Center, Kans. Voted, \$348,000.

Lexington, Ky. Sold, 1.2 million dollars revenue at 2.4021% cost.

Iberia Parish, La., School District. Sold, \$1,250,000 at 2.70% cost.

Livonia Twp., Mich., School District. Sold, \$1,500,000 at net interest cost of 2.88% for a combination 3s and 2 1/2s.

Pittsfield School District No. 1, Ann Arbor, Mich. Sold, \$125,000 at 2.42% to be financed over a 20-year period, callable within 10 years.

Detroit, Mich. Approved, \$950,000.

Greenville, Mich. Voted, \$160,000.

Wells, Minn. Approved, \$690,000.

Independent School District No. 7, Bemidji, Minn. Voted, \$250,000.

Columbus Heights Independent School District 65, Minneapolis, Minn. Voted, \$450,000.

Biloxi, Miss. Voted, \$290,000.

Carrollton, Mo. Voted, \$90,000.

Merriam Elementary School District, Kansas City, Mo. Approved, \$243,000.

Livingston, Mont. Approved, \$395,000.

Buncombe County, N. C. Sold, \$3,625,000 at net interest cost of 3.98%.

Brookhaven, N.Y., Unified Free School District No. 24. Sold, \$975,000.

Emerson, Neb. Voted, \$215,000.

Summit, N. J. Sold, \$33,000 at 100.27 for 1.70%.

Rahway, N. J. Sold, \$1,005,000 at 100.477 for 2.35s.

Morris Hills, N. Y., Regional School District. Sold, \$1,386,000 at 1.10% and 2.50%.

Shrub Oak, N. Y. Voted, \$1,650,000.

Saline and Clay, N. Y., Central School District. Sold, \$2,170,000 at 101.2 for 2.60% coupons.

Painesville, Ohio. Approved, \$825,000.

Columbus, Ohio. Issued, \$4,000,000.

Tulsa, Okla. Sold, \$2,000,000 at a net interest rate of 2.04813%.

Sand Springs, Okla. Voted, \$130,000.

Lane County, Ore. Voted, \$600,000.

Pendleton, Ore. Voted, \$600,000.

Eugene, Ore. Voted, \$600,000.

Lower Bucks County, Pa. Sold, \$1,985,000.

Philadelphia, Pa. Sold, \$10,000,000 25-year bonds at 2 3/4% and premiums of \$103,001.

Galveston, Tex. Sold, \$1,750,000 at net cost 2.995%.

Corpus Christi, Tex., Independent School District. Sold, 2.5 million dollars at 3.157% interest.

Arlington County, Va. Sold, 3.5 million dollars at 1.43 for 2.35% coupons.

Prince William County, Va. Sold, 2.7 million dollars.

Suffolk, Va. Sold, \$900,000 at 100.038 or 2.367% cost.

Whitefish Bay, Wis. Voted, \$325,000.

SCHOOL BUDGETS

Superior, Ariz. Adopted, \$208,087.

Roosevelt School District, South Phoenix, Ariz. Approved, \$677,435.

Phoenix, Ariz., elementary schools. Approved, \$3,510,603.

Glendale, Ariz., high schools. Approved, \$380,729.

Los Angeles, Calif. Adopted, \$16,093,967 with increase of 21.7 cents in tax rate.

La Junta, Colo. Tentatively approved, \$786,719.

Washington, D. C. Requested, \$35,962,400.

Taylorville, Ill. Adopted, \$788,396.

Moline, Ill. Tentative, \$2,269,504.

Effingham, Ill. Tentative, \$809,477.

Mattoon, Ill. Tentative, \$967,359.

Evanston, Ill. Adopted tentative, \$2,838,440.

Springfield, Ill. Preliminary budget, \$3,648,945 approved.

Des Moines, Iowa. Voted, \$10,520,825.

St. Louis, Mo. Adopted, \$24,611,521.

Cincinnati, Ohio. Tentatively approved, \$16,377,672.

Clairton, Pa. Approved, \$1,182,452.

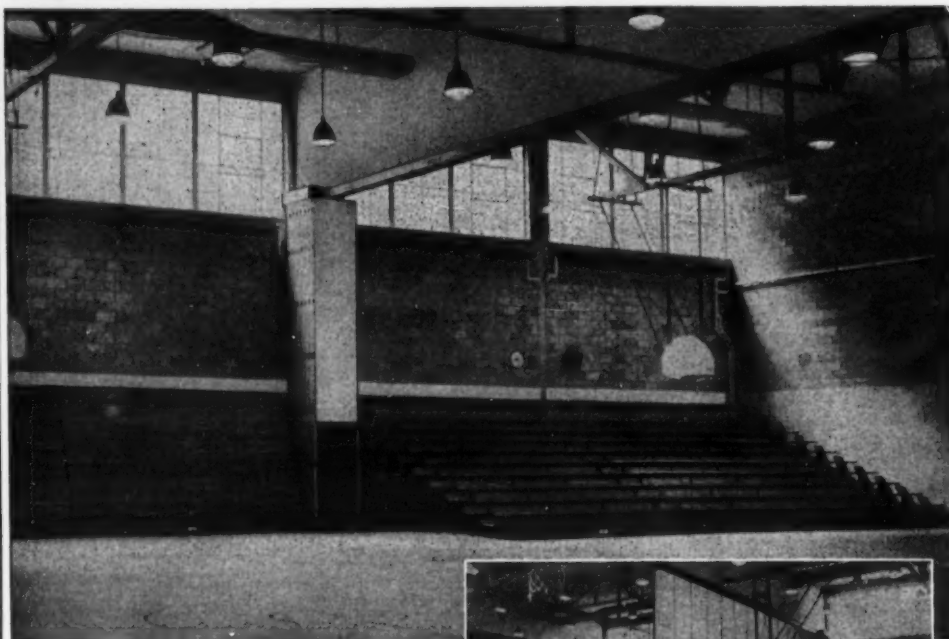
North Versailles Twp., Pa. Adopted, \$634,936.

Wilmerding, Pa. Adopted, \$387,920.

Cheswick, Pa. Temporary budget, \$67,675.

Kittanning, Pa. Approved, \$490,017.50.

flexible GYMNASIUM PLANNING

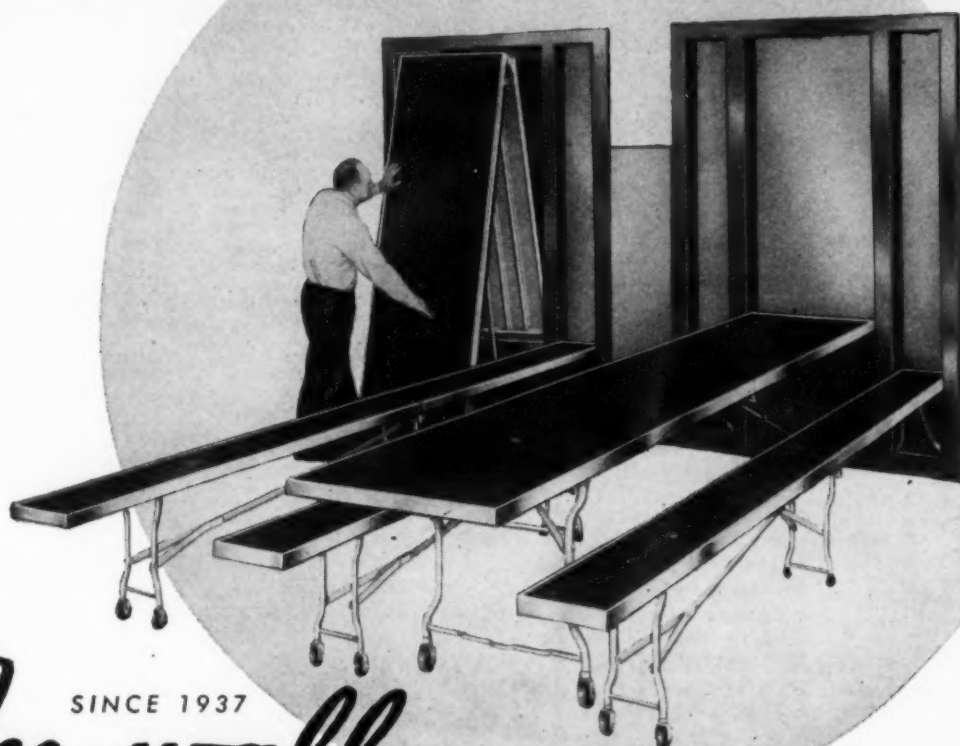


with **FOLDING GYM SEATS**
FOLDING PARTITIONS

HORN, since 1909, manufacturers of HORN FOLDING PARTITIONS AND HORN FOLDING GYMSEATS, offer gym planning designed to utilize valuable gym space. Compact, efficient and engineered for years of trouble free operation, a HORN installation is factory supervised from the start to the finish. From coast to coast HORN FOLDING BLEACHERS AND GYMSEATS are filling the needs of flexible gym planning. Horn Representatives in your locality, can give you a complete appraisal of your requirements. For the finest in gym planning always specify and insist on HORN.

Horn Brothers
SCHOOL EQUIPMENT
Division of THE BRUNSWICK-BALKE-COLLENDER COMPANY • FORT DODGE, IOWA

the first Schieber In-Wall school installation, made 15 years ago, is still in daily use and operating to complete satisfaction



SINCE 1937
In-wall...

The Folding Table and Bench Unit That Has Stood The Test of Time!

Schieber IN-WALL folding tables and benches are now in use in hundreds of public and parochial schools, large and small, from coast to coast. They are engineered and built to absorb daily hard use year after year while the user enjoys the benefits of multiple-use-of space. No attempt to imitate Schieber IN-WALL equipment has ever been successful. Based on this experience leading school architects consistently specify Schieber IN-WALL units.

One building area serves two purposes, reducing new building costs. Conversion from activities room to lunch room for as many as 200 students can be made in 8 minutes — between classes.



For detailed information write or consult Sweet's.

SCHIEBER SALES COMPANY
DETROIT 23, MICHIGAN

In Canada La Salle Recreations, Ltd. • 945 Granville St. • Vancouver, B. C.



PERSONAL NEWS

► PAUL BURKE has been re-elected president of the Los Angeles, Calif., board of education.

► MICHAEL BENDIS of Iselin, Pa., has been named president of the Young-West Lebanon Elementary Joint School District in Indiana, Pa. H. E. BURKETT of West Lebanon, Pa., has been named secretary.

► WALTER B. EMERY has resigned from the Federal Communications Commission to accept the position of Special Consultant for the Joint Committee on Educational Television, according to Edgar Fuller, JCET chairman.

► Tulsa, Okla. The school board officers and members for 1952-53 include RICHARD B. McDERMOTT, president; F. C. SWINDELL, vice-president; JOSEPH M. GREEN and G. ELLIS GABLE.

► JAMES PHILLIPPI of Rockwood, Pa., has been elected president of the newly formed Rockwood Joint School Board. FRANK J. ILLAR of New Centerville, Pa., has been named secretary.

► CHARLES F. HUNT of Everett, Pa., has been elected president of the newly formed Bedford School District composed of nine boroughs and townships in Bedford County, Pa. Charles D. Sproul has been named supervising principal of the new district. Miss PEARL SHOEMAKER of Bedford has been named secretary of the board.

► MRS. STEWART SHIPLEY has been elected president of the Rainsburg, Pa., school board.

► J. H. PARRISH of Cresson, Pa., has been named president of the newly formed Cresson Joint School District composed of Cresson Borough, Cresson Township, Ashville, and Sankertown Boroughs. Plans call for construction of a new high school building.

► DR. FERDINAND K. SHIELDS, supervising principal at Cresson Borough, has been named to the same post in the new district.

► DR. E. F. COOPER of Patton has been elected first president of the new Patton-Chest Township Joint School



M. C. Oberhelman

Mr. M. C. Oberhelman was re-elected president of the Topeka Board of Education in August. His first term as president began on the first day he became a member of the board—August 6, 1951. He is a former school teacher and coach, and is now Vice-President of the Central National Bank and Trust Company of Topeka. He is widely known as Big Seven football and basketball official.

Board in Patton, Pa. More than 700 pupils are affected by the new merger. MRS. GERTRUDE MULVEHILL of Patton has been named secretary of the new board.

► GEORGE GRUBE of Punxsutawney, Pa., has been elected president of the new Punxsutawney School District formed by Banks and North Mahoning Townships in Indiana County, Pa., and Punxsutawney. DONALD KURTZ of Punxsutawney has been named secretary-treasurer. A new elementary building is planned.

► WILLIAM A. SHELDON, 79, member of the Los Angeles County board of education, died July 28. During his long career as a civic leader interested in education, he was principal of several small high schools, secretary of the San Diego board of education, and later president of the Los Angeles County board of education.

► JAMES RUTH has been elected president of the Ashland, Wis., school board; NORMAN WARREN, secretary.

► DR. ROBERT MARTIN has succeeded Carl A. Leonall as president of the Cheboygan, Mich., school board.

► ROBERT H. SLEMMONS has succeeded Mrs. Kenneth Crawford as head of the Kalamazoo, Mich., school board. ► MRS. LYDIA AHOLA has been named chairman of the Virginia, Minn., school board to succeed Mrs. Anna Harmon.

► ROBERT WESTPHAL, 60, has succeeded Dr. Emmet Cook as president of the Milwaukee board of school directors.

► MORRIS WARSCHAUER, secretary of the New York City board of education has retired after 47 years of service in the city school department.

► WILLIAM F. TYSON has been elected president of the Kenosha, Wis., school board. He succeeds Joseph M. Zuffa.

► DR. BEATRICE O. JONES has succeeded Jos. F. Gilmore as president of the Racine, Wis., board of education.

► DR. WILLARD GIVENS, executive secretary of the N.E.A. during the past 17 years, retired on pension on July 31 and was succeeded by William G. Carr. During Dr. Givens' regime the membership of the association jumped from 160,000 to nearly one-half million and the annual budget rose to \$2,750,000. Some 31 new departments were established.

► HERROLD V. MANN has been re-elected secretary of the Des Moines, Iowa, school board at a salary of \$9,000.

► DR. BASCOM B. HAYES, executive director of the Texas association of school boards, has resigned to return to his office in the Texas State Education Department.

35 YEARS OF WORLD LEADERSHIP

CURTAIN CONTROLS AND TRACKS

ValLEN

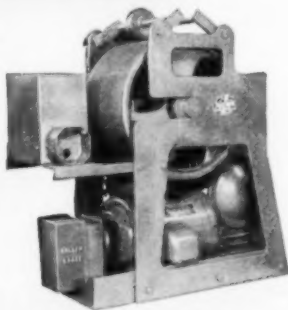
TRIPLE THE LIFE OF CURTAINS AND EQUIPMENT WITH THE VALLEN SUPER AERO SPEED CONTROL

- Noiseless, Compact, Safe
- Simple to install
- Controlled by ValLEN's exclusive one-button Start, Stop and Reverse Control
- Allows manual operation

There is a ValLEN Electric Control and Track for every need.

WE'RE HEADQUARTERS FOR YOUR PROBLEMS

VALLEN, INC., AKRON 4, OHIO



VALLEN SUPER AERO SPEED CONTROL

Got Your Copy Yet?



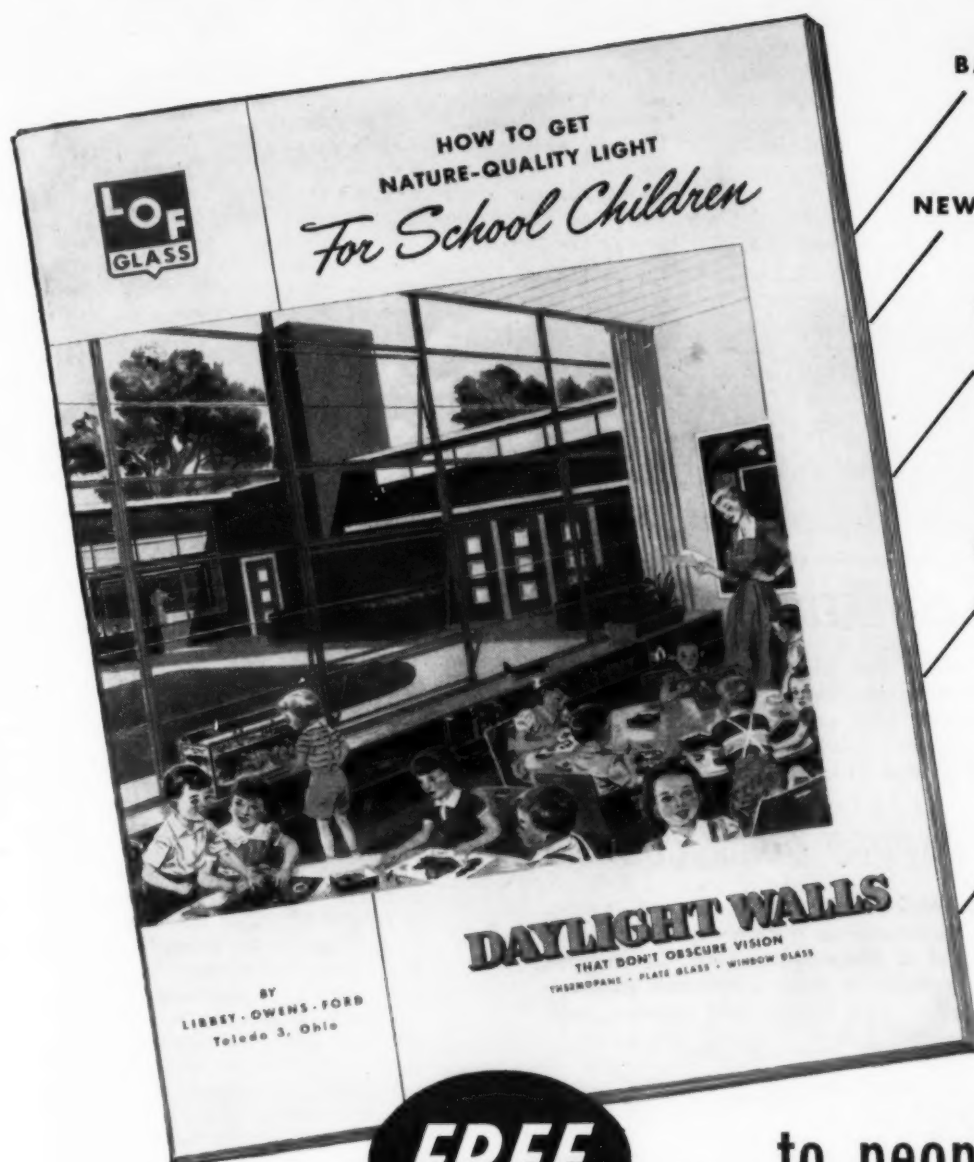
HERE'S THE COMPLETE DRAPER Darkening and Shading MANUAL Free!

20 PAGES . . . OVER 75 ILLUSTRATIONS TO AID YOUR SHADE PLANNING!

A leader in the shade industry for over fifty years, Draper now presents its complete line of Sight-Saving Translucent and Durable Darkening Shades in this helpful catalog. Today, modern window construction and highly developed visual aids programs demand carefully planned shading . . . Better Light for Better Sight! Send for your copy of the Draper Manual today. Address: P. O. Box 384—Spiceland, Indiana.

LUTHER O. DRAPER SHADE CO.

NEW BOOK about school daylighting



BASIC INFORMATION

NEW RESEARCH MATERIAL

NEW ARCHITECTURAL
IDEAS

PHOTOGRAPHS OF
OUTSTANDING SCHOOLS

IDEAS FOR
SAVING MONEY

FREE

... to people interested
in school construction

For the first time in one book, "HOW TO GET NATURE-QUALITY LIGHT" assembles the official data on school daylighting and a brief, easy-to-read explanation of the data.

This lavishly illustrated, 24-page book explains how light enters classrooms; gives the latest research on the matter of good daylighting; shows how leading architects all over the country have achieved designs that assure children's eye-comfort.

Just about anything you need to know on daylighting a school is in this book. It is scientific, authoritative and informative, but it is written completely in layman's terms. If you are at all concerned with school design, you should find this book helpful reading.

WRITE FOR **FREE** COPY

LIBBEY-OWENS-FORD GLASS COMPANY
4092 Nicholas Building, Toledo 3, Ohio

Please send me **FREE** copy of "HOW TO GET NATURE-QUALITY LIGHT FOR SCHOOL CHILDREN."

Name _____

Address _____

City _____ State _____

TEACHERS' SALARIES

CLEVELAND SALARIES

A new teachers' salary schedule for the Cleveland public school system, with minimum pay of \$3,500 and a maximum of \$6,000, has been unanimously approved by the board of education. The schedule has been included in a record budget request for 1953 of \$32,864,821, and it will become operative if the voters of Cleveland pass a 9.5 mill tax in the November election.

This action of the board means that not only the raises, but actually the entire financial operation of the system, will depend on whether a majority of the voters accept the levy. So important was the board's decision that Supt. Mark C. Schinnerer has remarked: "If this levy isn't passed by the voters of Cleveland in November, the schools will not be able to stay open after June, 1953."

The new 9.5 mill tax is being requested for two years. Besides the old 7.5 tax, it includes 0.8 mill, which is to be converted from building to operating purposes, and 1.2 mills, for the added salary schedule. The 7.5 tax is a renewal of a previous levy.

President Charles A. Mooney of the board has estimated the new salary schedule would cost around \$1,850,000 for teachers and about

\$250,000 for nonteaching employees. Also, he has noted that \$1,500,000 in the budget was for additional maintenance. No levy provides for this purpose, but it was thought that more tax money might be available, through increased tax duplicate, to pay a part or all of this.

In taking this salary action the board went against the Federation of Realty Interests, which, through its spokesman, Henry H. Eccles, secretary, opposes it on the grounds that it is a permanent proposition at a time when uncertain economic conditions seem ahead.

The two teacher organizations, the Cleveland Teachers Association and the Cleveland Teachers Union (A. F. of L.) praised the board's action.

Teachers' present salary schedule, including a \$175 cost-of-living adjustment, is \$3,250 to \$5,350.

In an important administrative appointment, the board has named Miss Lillian Wennerstrom, principal of Longwood School, chief of the division of personnel in the Cleveland system. She succeeds Miss Anne G. McCarthy, who has resigned.

Miss Agnes L. Ziska, directing supervisor of elementary organization, has been made a directing principal. Her place has been taken by Mrs. Rose G. Rush, principal of Mill and Walton Schools and president of the Cleveland Elementary Principals Club.

PHILADELPHIA SALARIES

Beginning with September, the Philadelphia board of education put into effect changes in the salary schedules for instructional and administrative employees. For new teachers the schedule gives credit for one half the number of years of approved experience, to a maximum of two accredited years. Teachers with a standard certificate are paid a minimum of \$2,800 and a maximum of \$4,400, in addition to a maximum of \$4,800 for a college or master's equivalent, to be reached by annual increments of \$200. Teachers holding a college certificate receive \$2,800 and a maximum of \$5,200, and a further maximum of \$5,200 for a master's equivalent, to be reached by annual increments of \$200. Teachers holding a master's degree will be paid \$3,000 and a maximum of \$5,200, and a further maximum reached by increments of \$200.

School secretaries receive a minimum of \$1,830 and a maximum of \$2,880, with yearly increments of \$150. Senior secretaries begin at \$2,980 and reach a maximum of \$3,280, gained by annual increments of \$150.

Principals begin at \$5,400 and go to a maximum of \$6,600, reached by annual increments of \$300. Elementary B principals start at \$5,400 and go to \$7,200; senior high and vocational principals start at \$6,400 and go to \$8,200, by annual increments of \$300.

TEACHERS SALARY NEWS

► Los Angeles, Calif., teachers will receive an increase in pay of \$300 or 5 per cent, whichever is larger, under the 1952-53 budget. Now teaching personnel will receive raises of about 5.5 per cent. The teachers had requested a \$900 raise and Supt. Alexander J. Stoddard had recommended a \$450 increase.

► The Providence, R. I., school committee has voted a cost of living bonus of about \$325 to its 1100 teachers and certificated personnel. Janitors and helpers will receive a 10 per cent increase in the weekly wage effective August 24, 1952. Student helpers will be paid 50 cents per hour and women assistants, 96 cents. The sick-leave policy for all employees has been liberalized.

► Slayton, Minn. The salary for 63 teachers averaged \$246 for the 1951-52 school year.

WHY YOU, TOO, SAVE MONEY WITH BUCKNER SPRINKLERS

Easy as A, B, or C!



RUBBER COVERED POP-UPS



Safety for players—safety for turf! Permanent below-ground sprinkler heads fully covered with scuff-proof rubber. Below mower level. Hoseless irrigation at lowest cost.



RUBBER-CAPPED QUICK COUPLERS



Below-surface, rubber-covered valves. Quick-coupling Buckner sprinkler heads fixed in place with a twist. Saves time, covers large areas efficiently, economically. Grit proof, long wearing, self-closing.



SELF-PROPELLED RAINMOBILE

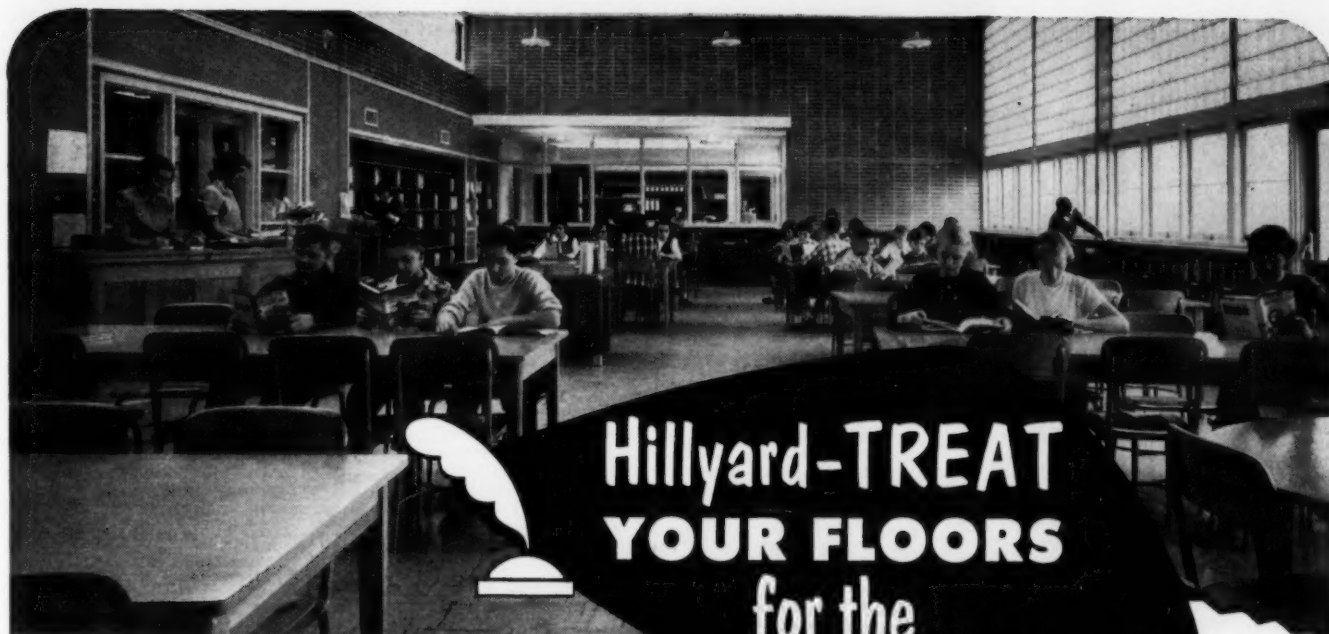


Covers over 100 feet in width, travels 300 feet on its own cable. Automatically turns off at end of cable. Requires only one valve outlet at side of field. Effortless, automatic water coverage.

Write for Free Catalog or Estimate—



Eastern Office 7658 Calumet Ave., Chicago, Ill.



Hillyard-TREAT YOUR FLOORS for the Wear Ahead...

Hillyard has long held to the premise that floor treatments must be formulated for the type of flooring . . . and, being scientifically correct, yield greater maintenance satisfaction and labor savings. It is this combination, resulting from specialized research and consultation with flooring manufacturers, that makes *Hillyard* products so right and safe . . . for long wear protection of every floor in your school.

For greater success with your floors, find out from your Hillyard Maintainer how to Hillyard-treat your floors . . . for the round of activity ahead. There is no charge for his advice. Write today.



FLOOR

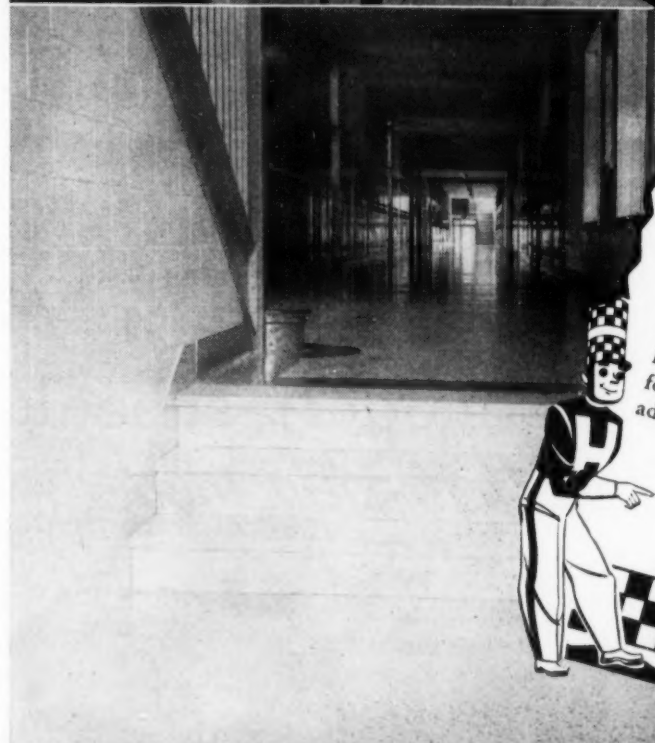
HILLYARD

TREATMENTS

...On Your Staff
Not Your Payroll.

St. Joseph,
Missouri

Branches in
Principal Cities



COMING CONVENTIONS

Sept. 21-23. *Michigan Association of School Administrators* at Delta Hotel, Escanaba. Secretary: A. J. Phillips, 935 N. Washington, Lansing. No exhibits. Attendance: 450.

Sept. 28-30. *Council of School Superintendents of New York* at Saranac Inn, Saranac Inn, N. Y. Secretary: E. L. Ackley, 402 S. Market St., Johnstown. No exhibits. Attendance: 600.

Oct. 3-4. *Texas School Boards Association* at Terrace Motor Hotel, Austin. Secretary Bascom Hayes, 111 Sutton Hall, University of Texas, Austin. No exhibits.

Oct. 5-8. *California School Trustees Association* at Wilton Hotel, and Municipal Auditorium, Long Beach. Secretary: Mrs. I. E. Porter. No. 4 Professional Bldg., Bakerfield. Exhibits: Mrs. Porter. Attendance: 500.

Oct. 7-10. *National Council on Schoolhouse Construction* at Parker House Hotel, Boston, Mass. Secretary: W. D. McClurkin, George Peabody College, Nashville, Tenn.

Oct. 12-15. *New York State Association of District Superintendents* at Hotel New Yorker, New York City. Secretary: Ruth B. Winch, Westfield. No exhibits. Attendance: 1000.

Oct. 12-16. *Association of School Business Officials* at Ambassador Hotel, Atlantic City, N. J. Secretary: Harley W. Anderson, 710 Kalamazoo Bldg., Kalamazoo, Mich. Exhibits: Mr. Anderson. Attendance: 600.

Oct. 22-23. *The School Trustees Association of Virginia* at Hotel John Marshall, Richmond. Secretary: Phyllis G. Brown, 116 S. Third St., Richmond. Exhibits: T. Preston Turner (same address). Attendance: 100. (In conjunction with VEA).

MOLINE CITIZENS' GROUP

A citizens' advisory group has been planned by the Moline, Ill., school board to assist in the planning of a new senior high school. It is proposed that the group which would serve for three years, (1) act in broadening the board's base of information, (2) provide a medium for reflecting public opinion on the project, (3) represent various civic, religious, and other organized groups, (4) limit its activities to recommendations on definite aspects of the work. It is expected that more than twenty men and women will be appointed to organize after September 15.

PERSONAL NEWS OF SUPERINTENDENTS

► CLYDE U. ERWIN, 55, state superintendent of public instruction for North Carolina since 1934, died on July 19 following a heart attack. He had just returned from Chicago where he had acted as consultant on the education plank of the Democratic party platform. He had been a teacher and county superintendent in Rutherford County.

► A heart attack caused the death on July 19 at Augusta, of HOWLAND A. LADD, 48, Maine commissioner of education since 1947. A native of Kennebec and a graduate of the University of Maine and Columbia University, he taught in various schools and was superintendent for some years in Bath, Me. He came to the state department as a deputy in 1944. His most useful work was the guiding through the legislature of an act permitting the state to loan funds for school building projects to districts of limited fiscal ability.

► DR. C. C. ROBERSON, Maumee, Ohio, who has accepted the chairmanship of the education department at Ohio Northern University, Ada, has been succeeded by JOSEPH BAIRD as superintendent of schools.

► WELLINGTON G. FORDYCE on August 1 took over the duties of superintendent of schools at Euclid, Ohio. He succeeds Russel H. Ervine, resigned because of illness.

► AGNES SAMUELSON, former state superintendent of public instruction in Iowa, has retired as a member of the N.E.A. headquarters staff.

► Eugene, Ore. The reorganized school board includes STANLEY R. SUMMERS, chairman; HARRY I. HAMILTON, vice-chairman; and LEE P. BISHOP, member.

► The Wyandotte, Mich., school board has signed a three-year contract with PETER J. JENEMA as superintendent of schools.

► Ardmore, Pa. FRANK A. DUBOIS, superintendent of Lower Merion School District, has resigned. DR. PHILLIP U. KOOPMAN has been elected to succeed Mr. Dubois.

► Eugene, Ore. CLARENCE HINES has been re-elected superintendent-clerk and has been given a five-year term contract effective July 1, 1952.

► Gaylord, Mich. JOHN MAKEL, Otsego County superintendent of schools has been elected secretary and treasurer of the Northern Michigan Association of County Boards of Education. ALFRED COON, president of the Otsego County board of education, has been elected president of the Northern Michigan Association of County Boards of Education.

► SUPT. PHILIP J. HICKEY, St. Louis, Mo., has been re-elected for a four-year term.

► Pana, Ill. PAUL V. FEGLEY of Amboy has become superintendent of schools.

► EARL M. UTTERBACK, Kokomo teacher, has announced his candidacy for state superintendent of public instruction in Indiana on the Democratic ticket.

► Harvey, Ill. THEODORE R. BIRKHEAD has been elected superintendent of the new Bremen Township high school, Minonk, Ill. The Minonk-Dana school board has elected R. L. YATES of Cuba, Ill., as superintendent to replace O. W. OSBORNE, resigned.

► SUPT. GLENN K. KELLY of Negaunee, Mich., has resigned.

► Alton, Ill. The school board has advanced E. M. LEAMON to the position of assistant superintendent of schools, and MACY FRUITT to administrative assistant in charge of curriculum.

► HARRY G. KNUDSON of New London, Wis., has been elected superintendent at Two Rivers, Wis., to succeed Geo. M. O'Brien, resigned.

► Wallace, Idaho. O. B. McDONALD has succeeded C. T. Gilley as superintendent of schools.

SCHOOL BUILDING CONSTRUCTION

During the month of July, 1952, Dodge reported contracts let in 37 eastern states for 797 educational buildings at a cost of \$6,115,000.

Display Cases

for

SCHOOL

- EXHIBITS
- TROPHIES
- DISPLAYS
- BULLETINS

POBLOCKI CASES CAN BE SEEN AT THE FOLLOWING:

- Indiana University
Bloomington, Indiana
- Kansas State College
Manhattan, Kansas
- Baraboo Elementary
Baraboo, Wisconsin
- Kermit High
Kermit, Texas
- Newton High
Newton, Iowa

Poblocki AND SONS

2159 S. KINNICKINNIE AVE.

MILWAUKEE 7, WISCONSIN

for modern schools ...that stay modern!

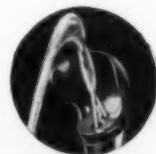


The school of today must stay modern by installing appointments that retain their up-to-the-minute features for years to come. It is logical to specify Halsey Taylor Drinking Fountains because they will be just as dependable in service, just as modern and just as economical in the future as they are today! Write for our latest catalog.

THE HALSEY W. TAYLOR CO.
Warren, Ohio

HALSEY TAYLOR

AS-23 drinking fountains



Year In And
Year Out —

Slate Blackboards

Give Complete Satisfaction

This time-tested product, cut from the natural Slate rock, provides the best contrast with chalk for unequalled visibility, will not scale, warp or discolor, is absolutely non-absorbent, easily washed, and requires no replacement; just a minimum amount of proper care will make it last forever.

**STEPHENS - JACKSON
COMPANY**

Quarries and Mills
At
Pen Argyl, Pennsylvania



SCHOOL REPORTS TRANSLATED

A writer in the *Chicago Sunday Tribune* asks whether parents are bewildered by the comments which teachers write on the report cards of their children. As a help in understanding these comments he provides translations obtained, he says, from college professors and the school janitor. The collection is not without humor:

Michael does not socialize well.

This means Mike is always beating some other kid's brains out.

John is progressing very well for him.

Don't feel so happy, Pappy — this means Johnny is a dope. He's 12 years old and has just learned 2 and 2 makes 4, which, as teacher points out, is progress — for him.

Frank's personality evidences a lack of social integration.

This is a nice way of saying Frank is a stinker.

Oscar shows a regrettable lack of self-control.

This means Oscar doesn't do what teacher wants. Self-control means how much control the teacher has over Oscar.

Henry seems emotionally immature for the first grade.

Get out little Hank's birth certificate, Mother — this means that teacher thinks you lied about his age to get him in school.

Jerome participates very fully in class discussions.

This may be good or bad. It means that Jerry never shuts his big yap. Perhaps he'll grow up to be a salesman.

James is an individualist.

Another nice way of saying James is a troublemaker.

David does not harmonize well with his peer group.

This has nothing to do with his voice. Teacher means that he can't get along with his classmates. Or, everybody in the class is out of step but Davey boy.

Richard's work indicates a lack of mastery over the upper ranges of the fundamental combinations necessary for arithmetical computation.

Don't rush to a psychiatrist, just teach Dick his 7, 8, and 9 tables — he doesn't know them.

Nathan's lack of muscular co-ordination prevents him from participating fully in body-building activities.

Cut down on the calories, Mom — Nate's too fat to play games.

Robert is a well-adjusted, wholesomely integrated individual.

Jackpot, brother, you're in. Bobby is teacher's pet!

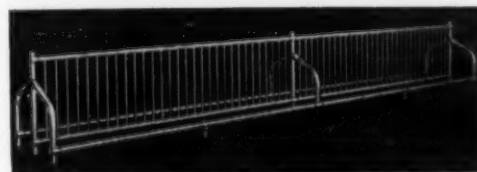
She Brought It Back

A teacher, returning to the States after a vacation trip to Europe, was asked whether she had seen much poverty in England.

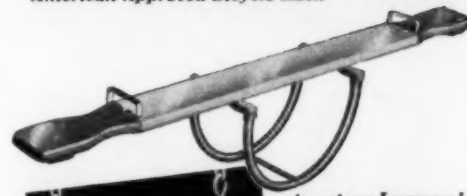
"Yes," she answered. Turning her empty purse upside down, she added with some feeling, "and I brought some of it home with me."

You'll like DOING BUSINESS WITH AMERICAN

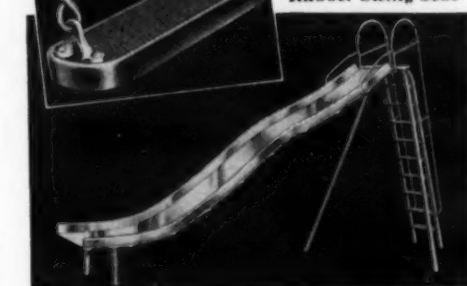
Since 1911, the finest Park, Playground and Swimming Pool Equipment built, backed by a *lifetime guarantee* against defective materials or construction . . . low, nationally advertised prices which today average but little above pre-war 1941 . . . prompt, courteous, highly personalized service on both your problems and your orders . . . prompt, friendly adjustments to your complete satisfaction, marked by a sincere desire to merit an enviable reputation nearly half a century old . . . unsurpassed strength, durability, performance and safety . . . these are but a few of the many reasons why we believe you will enjoy doing business with **AMERICAN**.



American Approved Bicycle Rack



American Improved
Portable See-Saw
Patented Safety
Rubber Swing Seat



American Approved All-Steel Slide

Send for Literature

**AMERICAN
PLAYGROUND DEVICE CO.
ANDERSON, INDIANA, U.S.A.**

WORLD'S LARGEST MANUFACTURERS OF FINE
PLAYGROUND & SWIMMING POOL EQUIPMENT

STATE SUPERINTENDENT SAYS, "WE WANT MUSIC"

In Louisiana, according to State Superintendent Shelby M. Jackson, music is being widely introduced as a part of a complete program of education. In a recent radio address Mr. Jackson stated that during the past three years an outstanding job has been done in making music an integral part of the activities of the schools and in developing the schools as community educational centers.

Louisiana's music education program was initiated in 1934. From the very outset, it was determined that music would be offered in all grades on the same basis as any other subject. Great effort was made to have a full-time music teacher in every school and to adjust the music credits so as to aid in the development of this program. From a very meager beginning when only two parishes in the state had what might be called parish-wide music education programs it has grown to the point where practically every parish in Louisiana has some kind of an organized program of music instruction.

Shortly after initiation of the program in 1934, the State Department of Education appointed S. T. Burns the first state supervisor of music. Three years later, Lloyd V. Funchess was added as assistant state supervisor of music. At present, Dr. Funchess is serving as state supervisor of music and has been assisted by three expert music teachers.

The college music departments have likewise increased and expanded. Excellent faculties and fine physical equipment prevail on practically every college campus in the state. The Louisiana

Music Educators Association, working in close co-operation with the music supervisors and all schools officials, has aided in the development of the music program to its present splendid position.

The state supervisor of music and his assistant are available for every possible assistance needed in the development of the music program. The activities of the Louisiana music education program are so widespread as to include the interests and music needs of the people from childhood through adulthood. It is hoped that, through these activities, the people will come to know and appreciate music, and that there lives will be greatly enriched as a result.

RECORD IMPORTANT ACCOMPLISHMENTS

The Board of Education of East Baton Rouge Parish School Board has recorded 14 major accomplishments during the 1951-52 school year. As reported by Dr. Clyde L. Barrow, superintendent of schools, these accomplishments are as follows:

1. The adoption of a code of ethics for the work of the board.
2. The reduction in pupil-teacher ratios on a parish-wide basis.
3. A definite program to inform the public concerning the problems, needs, and accomplishments of the schools.
4. Teachers have been appointed on the basis of personal and professional competency without political interference.
5. The completion of a \$12,000,000 parish-wide school building construction program, plus \$658,000 in general repairs and modernization of buildings.
6. The location of new school buildings on the basis of objective surveys and population studies.
7. The provision for new school building facilities on the basis of need as determined by surveys.

8. The platoon system which had been in operation in the Negro schools for six years was discontinued during the 1951-52 school session. Pupil-teacher ratios in the Negro schools were very much reduced.

9. The financial administration of the schools has been conducted on a parish-wide basis for both maintenance and operation and school-building construction. This has resulted in (a) overcoming ward-consciousness; (b) equalization of educational opportunities; (c) elimination of school districts which are too small; (d) the enrichment and expansion of school curriculum; (e) maintaining an overview of the total parish-wide school program.

10. Increase in teachers' salaries have been continued.

11. The in-service growth and development of board members, administrative staff, and teachers has been promoted.

12. The parish board has developed the ability to work harmoniously as a team.

13. The board has developed an understanding of the duties and responsibilities of school board members.

14. The professional working relationship of the board with the professional personnel have been broadened and improved.

DELINQUENCY STUDIED

A committee of teachers and administrative officers of the St. Louis, Mo., public schools has recently reported on the causes and control of child delinquency and vandalism in the schools and has recommended a series of improved practices which will prevent delinquency and more effectively deal with children charged with illegal entry and vandalism, or with offenses which indicate serious maladjustment. The committee is asking that all public authorities dealing with children be asked to co-operate in correcting maladjustment, that especially parents exercise continuous vigilance with the teachers to instruct children in right action and good habits. The schools should seek means of character education in the philosophy of the schools and should give continuous study and attention to the prevention of delinquency and vandalism.

EXPERIENCE COUNTS

NATURAL SLATE CHALKBOARDS ARE NOT AN EXPERIMENT

Universally accepted and used where most economical service - honest efficiencies - and lowest maintenance costs are required.

NATURAL SLATE BLACKBOARD CO.

Pen Argyl, Pennsylvania



Problem Child?

- or
hearing
problem
child?

...MAICO PURE-TONE
TESTING
ELIMINATES THE
GUESSWORK!

Cruel words—"problem child"! Unfair to the child who *wants* to learn . . . who *wants* to be accepted. Unfair to the teacher who doesn't know he's hard of hearing!

Now it needn't be. With MAICO *pure-tone* screening equipment, you can locate those hard of hearing children quickly—*accurately*. And without calling in outside experts! MAICO *pure-tone* tests can be given by your school nurse or any teacher—*right in the school*. Thus hard of hearing pupils are discovered early in their schooling—in time to give them that special help and attention they need.

Quickly pays for itself in fewer repeated grades . . . in happy, more *useful* citizens of tomorrow.

90%

of all America's
precision audiometers
built today are...

Maico 
-built audiometers!

Write
today
for
complete
information!

THE MAICO COMPANY, INC.

P-301 MAICO BLDG., MINNEAPOLIS 1, MINN.

Please send full information on new Maico
pure-tone hearing tests for schools.

Name _____
Position _____
Address _____
City _____ Zone _____ State _____



No county board of education regardless of local custom has the right to ignore or circumvent the mandate of the legislature, and no custom, however venerable, can nullify the plain meaning and purpose of a statute.—*Hanna v. Board of Education of Wicomico County*, 87 Atlantic reporter 2d 846.

A board, such as a county board of education, composed of different individuals, cannot perform its functions through its members acting individually, informally, and separately.—*Iredell County Board of Education v. Dickson*, 70 South Eastern reporter 2d 14, 235 N.C. 359.

Since the North Carolina statute creating boards of education does not fix a different number, a majority of the members of a particular county board of education constitute a quorum and can exercise its powers in meeting assembled. G.S. § 115-37.—*Iredell County Board of Education v. Dickson*, 70 South Eastern reporter 2d 14, 235 N.C. 359.

School boards are creatures of statute, and their powers are limited to those granted by the state legislature, and acts beyond such limitation are void. R.S. 1943, §79-601 *et seq.*; R.R.S. 1943, §§ 79-102 to 79-104.—*Fulk v. School District No. 8 of Lancaster County*, 53 North Western reporter 2d 56, 155 Neb. 630.

District Property, Contracts and Liabilities

Under the Nebraska statutes governing class II school districts, there is no express or implied emergency power which will authorize the purchase by a school district of a residence for the superintendent of schools. R.R.S. 1943, §§ 79-102 *et seq.*—*Fulk v. School District No. 8 of Lancaster County*, 53 North Western reporter 2d 56, 155 Neb. 630.

Deviations from a contract awarded for the construction of a public school building must be based upon honest, reasonable, and intelligent judgment and must not vary so substantially from the original plan as to constitute a new undertaking, where fairness could be secured only by competitive bidding. Code 1939, art. 77, § 62.—*Hanna v. Board of Education of Wicomico County*, 87 Atlantic reporter 2d 846.

Claims Against District, and Actions

A county board of education in Alabama is a quasi corporation, an independent agency of the state, which can sue or be sued as to matters within the scope of its corporate power, and a suit to recover school property to which it has title is within such corporate power. Code 1940, Tit. 52, § 99.—*Morgan v. Cherokee County Board of Education*, 58 Southern reporter 2d 134.

Pupils and Teachers

A certificate to teach is a license and not an absolute right.—*Hodge v. Stegall* (Oklahoma), 242 Pacific reporter 2d 720.

A teacher's certificate is not a property right

or a contract and the Legislature may impose new or additional burdens on the holder of such a certificate, and has the right to alter, revoke, or annul the certificate, even though the holder has expended money in reliance thereon. 70 O.S.Supp. §§2A-4, subd. 9, 18-7, subd. 5; O.S. Const. art. 13, § 5, (Okla.)—*Hodge v. Stegall*, 242 Pacific reporter 2d 720.

A teacher, who had successfully passed an examination for the position of assistant high school principal and who had been appointed and had served in such a position for one year, and whose work was approved by the superintendent of schools, and who then had served as a high school principal for two years, and whose work was again approved by the superintendent with a recommendation for permanent appointment, and whose services continued for another school year, was entitled under the statute to tenure as an assistant high school principal, even though at the close of his third year as principal he failed to receive a recommendation for permanent appointment to position of high school principal. Education Law, § 2573, subds. 1, 6; Civil Practice Act, § 1283 *et seq.*—*Monan v. Board of Education of City of Buffalo*, 111 New York Supplement reporter 2d 797, 280 App.Div. 14.

In enacting a statute providing for the release of public school pupils from school attendance to attend religious classes, the state of New York did not make a law respecting an "establishment of religion" within the meaning of the first amendment to the U. S. Constitution. Education Law N. Y. § 3210, subd. 1(b); U.S.C.A. Const.Amends 1 *et seq.*, 1(b).—*Zorach v. Clauson*, 72 Supreme Court reporter 679.

MAYLINE



MODERN CLASSROOM FURNITURE

Investigate the quality classroom furniture produced by Mayline. All inquiries given immediate attention.

Prompt delivery — Prices reasonable.



**ENGINEERING
MANUFACTURING CO.**

623A NO. COMMERCE ST.
SHEBOYGAN, WISCONSIN

DRAFTING and ART TABLES



MAYLINE



Framed . . .

FOR PERFORMANCE

The BOSTON KS Sharpener after producing 36,890 pencil points was still operative in test conducted by Tinius Olsen Co., Willow Grove, Pa. Again proof of the durability, speed and economy of this famous sharpener. Have our representative show you the complete details of this pencil sharpener test 31517.

BUY BOSTONS . . . SELL BOSTONS
Backed by a Full Year's Guarantee!

C. HOWARD HUNT PEN CO.
CAMDEN 1, N. J.

Also Manufacturers of Speed-ball
Pens & Products — Hunt Pens

WRITE FOR CATALOG

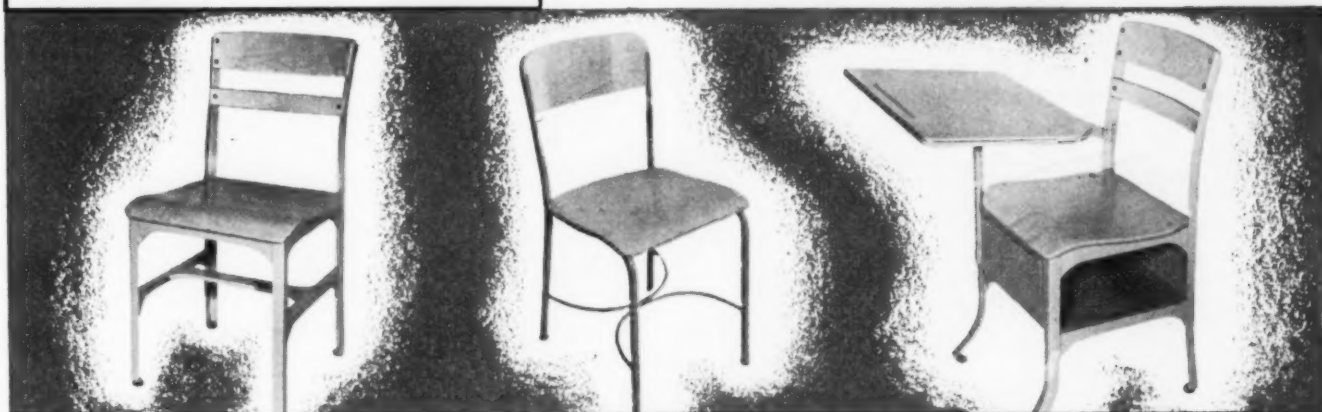




THE AIR PLANE TABLE. The most flexible classroom unit made: an ideal two-student desk — the perfect back-to-back unit for group work! 12 gauge steel topped with thick birch top beautifully finished!

AMERICAN DESK LEADS THE WAY TO *Fine* SCHOOL FURNITURE!

Whatever your particular school furniture needs are, you'll find American Desk Products consistently finer and in the long run, far more economical!



THE 22 STRAIGHT CHAIR. A versatile piece for general school use—steel frames with form fitting birch-face plywood seat and back — in five sizes!

THE TUBULAR CHAIR. Graceful, light, yet designed for strength. The tubular steel legs will take remarkable pressure—the birch seat and back are form fitting!

THE IMPERIAL CHAIR DESK. In five sizes engineered for comfort, utility and correct posture. A unit of steel with birch plywood for maximum school room utility.



THE ONE-12 DESK. One of the finest units ever made by A. D.! Private, sturdy, roomy and versatile, made of steel and a top of maple or birch veneered plywood. Surprisingly economical for its lasting value!

Always consider American Desk products **FIRST!**

You'll discover, as many thousands of schools in every state in the Union have discovered, that your American Desk Classroom Units last longer, give more utility to your classroom purposes, and are individually designed to the needs of your students! They are economical, too — not only in their original price but in their lasting qualities.

Ask your nearest distributor for an **AD** Brochure!

American Desk

MANUFACTURING COMPANY



MANUFACTURERS OF PUBLIC SEATING ♦ ♦ ♦ Temple, Texas

NEW PUBLICATIONS for School-Business EXECUTIVES

Expenditure Per Pupil in City School Systems, 1950-51

By Lester B. Herlihy. Circular 337; price, 25 cents. United States Office of Education.

This latest compilation reports the average current expenditures in 259 city school systems divided into four population groups. It indicates that in 1950-51 the median current expenditures per pupil was \$238 in cities of 100,000 or more population; \$231 in group 2, cities of 30,000 to 99,999; \$213 in group 3, with 10,000 to 29,999 population; and \$199 in the small cities of 2500 to 10,000 population. The expenditures range from \$425 in Los Angeles to \$84 in Green River, Wyo., with the median at \$219.

Curiously, the trend of expenditure per pupil per day is going down in spite of the increased annual per capita income of all American citizens.

Compendium of State Government Finances in 1951

State Finances: 1951 (G-SF51-No. 2). Paper, iv-70 pp., 35 cents. Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

A complete tabulation of state government finances.

Babies, Buildings, Budgets

A proposal for meeting schoolhouse needs. Paper, mimeographed, 33 pp. Des Moines Public Schools, Des Moines, Iowa.

This study, prepared under the direction of Supt. W. C. Findley, is intended to inform the people of Des Moines concerning the emergency needs growing out of the greatly increased birth rate since 1945. The presentation is purely factual and includes: (1) data concerning the increased birth rate and population; (2) the overcrowded conditions of the schools and the estimated needs for additional

schoolrooms in existing buildings; (3) the needs for new buildings including an administration building, 22 elementary schoolrooms, a vocational school, and stadium; (4) the financial problem including the cost of the proposed plant expansion, the debt service, and increased taxation.

The study concludes with a definite recommendation that the tax rate for school construction be fixed at 2½ mills for the next five years, and that a bond issue of \$7,200,000 be voted and sold. The document is particularly effective because of its convincing presentation of facts.

Economic Outlook for Public Education

June, 1952. Committee on Tax Education and School Finance. Price, 25 cents. National Education Association, Washington, D. C.

This pamphlet presents the tentative conclusion on school outlays of a conference of economists in the field of public finance. The conclusions are in some respect contradictory but indicate that there will be continued opportunity for better support of schools.

School Building Needs, Toms River

By Engelhardt and Leggett. Paper, 61 pp. Published by Engelhardt, Engelhardt and Leggett, New York 22, N. Y.

This school building survey embraces five towns and townships in the fastest growing county of New Jersey. The recommendations include the immediate erection of an elementary school building for 1600 pupils; the addition of five classrooms to existing buildings. Proposal 2 recommends the elimination of all tuition pupils from outside school districts. Proposal 3 recommends the creation of a new regional high school with a capacity of 800 by 1957, and 1600 by 1965. The financing of the buildings proposed may cause difficulties because several of the communities are bonded to the limit, and a consolidation will be necessary in order to provide funds for the proposed regional high school. The report is convincingly presented and well illustrated with maps and graphs.

How to Conduct a Citizens School Survey

By Merle R. Sumption. Cloth, 209 pp., \$3. Prentice-Hall, Inc., New York 11, N. Y.

Means for uniting the efforts of home and school for the benefit of our school children are always more than welcome. A citizens school survey is just such a means. The survey plan described in this volume is a flexible one, which can be adapted to almost any community or educational problem.

School Plant and Transportation Needs, Lower Penns Neck Township

Paper, 119 pp. Published by Institute of Field Studies, Teachers College, Columbia University, New York.

This survey headed by Dr. Felix J. McCormick takes up the school plant problems and the transportation program of a rapidly growing community in Salem County, N. J. The area is in need of a secondary school in the shape of an addition to an existing memorial school; a site for an elementary school to be erected within the next few years in Churchtown and a site for a further elementary school in Penns Beach.

The survey of transportation recommends a shift from the contract plan to school board ownership of the buses. Eleven buses are needed and a number of wasteful arrangements in loading practices and bus routes are to be eliminated.

Leaves of Absence Regulations

Circular 5, 1952. 42 pp. Research Division, N.E.A., Washington 6, D. C.

This bulletin summarizes the regulations of school boards in 447 communities as related to absences and to pay allowances during absence. It reflects a growing liberality on the part of school boards particularly relating to personal illness, deaths, and religious holidays.

Legal Calendar for Colorado School Boards

Paper, 12 pp. Published by Colorado Association of School Boards, Boulder, Colo.

This 1952 edition provides dates for all legal actions which school boards must take. A similar publication of every state would be means of greatly improving school board actions.

Cooperative School Plant Planning

By Paul W. Seagers. 100 frames, price, \$8. Audio-Visual Center, Bloomington, Ind.

This series of color slides outlines an effective pro-

(Concluded on page 84)



WHY? Because the quality product does the job with less labor. It has been proved time and time again that inferior materials are really most expensive because they require extra time and added supervision for correct use. Reduce labor costs, save the cost of "re-doing" a faulty job . . . by using only high quality maintenance products like Seal-O-San Wood Finishes, Korex Germicidal Cleaner, and Anti-Slip Cosmolite Wax, made by Huntington Laboratories. Ask us for the 1952 Sanitation Handbook. Let us show you how much you can save this year on maintenance.

FREE

Write today for booklet filled with time-saving ideas!



ASK FOR CATALOG

Huntington

LABORATORIES, INC.
Huntington, Indiana • Toronto, Canada

Outstanding...

**the
Beckley - Cardy
D1515
Streamliner
Chair Desk**



Designed and built to set the standard for school seating today.

Investigate these features that make your choice a wise one. . . .

COMFORT for the pupil — a first consideration — is found in the posture curved plywood seat — the full arched back rest and — the solid maple writing top.

STRENGTH is assured by the all welded steel frame and book shelf — seat and back riveted.

DESIGN is streamlined — with automatic front-to-back self-adjusting writing top — ample space below bookshelf, for ease in sweeping.

ECONOMY is ever present in the close pricing and years of hard service, found in this superior construction.

Write for School Buyers' Guide No. 94,
describing this and other School Seating.



BECKLEY-CARDY COMPANY

1632 INDIANA AVE.

CHICAGO 16, ILL.

Griggs Modern School Seating

Griggs All-Purpose Tables and Airliner Chairs have met the needs of schools for attractive durable tables and matching chairs. The tables are available in three top sizes and in a variety of heights for all grades and for classrooms, libraries, cafeterias and numerous other uses.



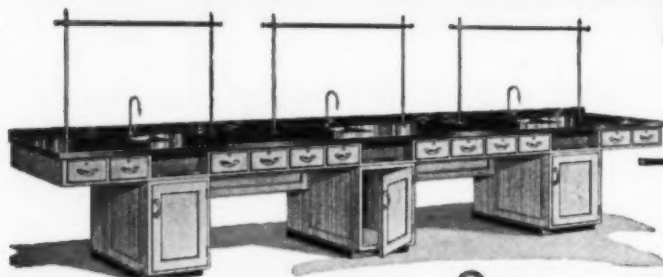
Popular Griggs Tubular furniture provides seating of the most modern design for all ages from kindergarten through college. Made in four sizes, it answers the need of schools for seating adaptable to group study as it is movable, comfortable, durable and attractive.

Request Griggs Seating Catalog for full information on Griggs Classroom Seating!

**GRIGGS
EQUIPMENT
COMPANY**

★
*Manufacturers of School,
Church and Theatre Seating*
BELTON, TEXAS

"PETERSON" The Name to Choose For QUALITY FURNITURE



School boards throughout the country have accorded Peterson Quality their preference for more than half a century. Relationships of long standing have grown from the advice of our experts in the solution of whatever problems have arisen on the subject of furniture for the laboratory, home making and library departments. This service is yours for the asking . . . without obligation.



LABORATORY
LIBRARY
VOCATIONAL
AND
HOME
MAKING

WRITE FOR
FREE
CATALOG

DISTRIBUTORS LOCATED THROUGHOUT THE UNITED STATES

LEONARD PETERSON & CO., INC.

1224 FULLERTON AVENUE, . . . CHICAGO 14, ILLINOIS

(Concluded from page 82)

gram for co-operative school plant planning in which all the elements of the educational program community finances, planning procedures, and final outcomes are dramatically presented. The film will be useful in any community plant planning undertaking.

Nebraska Education

By Allan R. Lichtenberger. Paper, 111 pp. Issued by F. B. Decker, Superintendent of Public Instruction, Lincoln, Neb.

This is the annual report of the Nebraska Schools for 1951. It embraces: (1) the report of the State Department and its administrative services; (2) general administrative data including educational and financial statistics; (3) supervision and curricular development; and (4) general statistics.

Know Your School Law

By Ward W. Keesecker. Bulletin 1952, No. 1. Price 15 cents, United States Office of Education, Washington, D. C.

This bulletin is addressed to educators and others interested in the improvement of educational laws, new legislation, and the interpretation of existing laws. A complete bibliography is included. The material is distinctly for the specialist.

Manual of Instructions for Uniform Financial Accounting in Minnesota Districts

Prepared under the direction of Dean M. Schweickard and Richard A. Golling. Paper, 239 pp. Published by the State Department of Education, St. Paul 1, Minn.

This Manual is intended to establish and carry into effect a uniform system of accounting for the school systems of the state of Minnesota and has been written to be so flexible that it may be adapted to any school situation. The pamphlet is divided into eleven divisions, including Minnesota laws for the accounting system, a description of the accounting system, a descriptive list of accounts, budgeting, general accounting procedure, records, lists of supplies and equipment, accounting terminology, and accounting forms. The manual should make the accounting of small districts foolproof.

Administrative Code of the Board of Education, Cuyahoga County, Ohio

Paper, 70 pp. Published by the Cuyahoga County board of education, Cleveland, Ohio.

This administrative code for the schools of Cuyahoga County is all embracing and includes the rules governing annual reports, budgeting and appropriation, depositories, bonds, and sinking fund, real estate, school property, textbooks, tuition of pupils, replacement fund, school terms, studies and grades, pupils and discipline, employment and salaries, and rules of the board.

Organizing the Industrial Arts Shop

By Roy Fales and Frank P. Johnston. Paper, 65 pp. New York State Education Department, Albany, N. Y.

Pictures speak their own language and tell stories which mere printed text cannot convey. Never was this fact demonstrated more perfectly than in this book on the planning, organizing, and operating of industrial-arts shops. The pictures which show details of the best shops in New York State schools are literally chock-full of useful ideas and clever solutions of problems.

School Planning Laboratory

School of Education, Stanford University, 16 pp. Stanford, Calif.

In this pamphlet Dr. J. D. MacConnell explains the program, the purposes, and the recent activities of the widely known school plant laboratory "dedicated to the advancement of knowledge and its application to the improvement of the physical environment most favorable to effective learning."

School Lunch and Nutrition Education

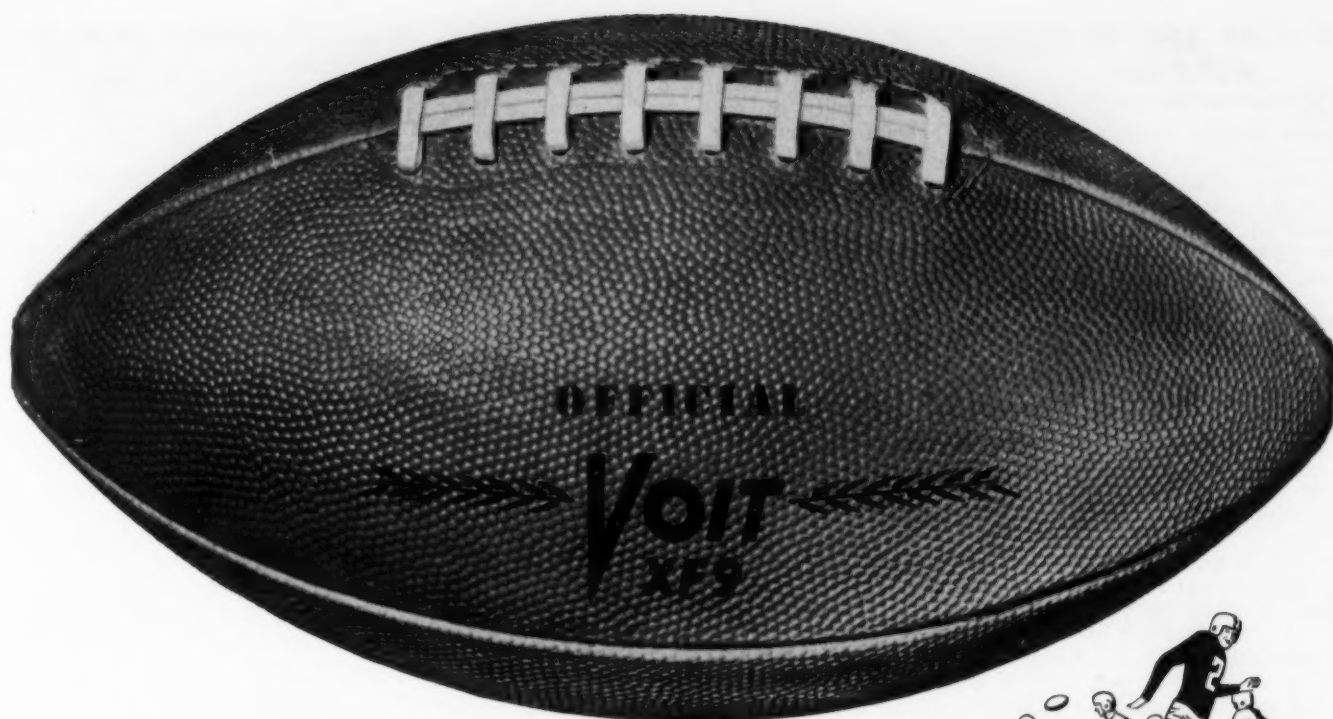
Prepared by Helen K. Mackintosh, H. F. Kilander, and Erick L. Lindman, U. S. Office of Education. Paper, 12 pp., 10 cents. Government Printing Office, Washington 25, D. C.

This bulletin answers briefly 21 questions dealing with the relation of the school lunch to nutrition education, health aspects, and administrative and financial matters.

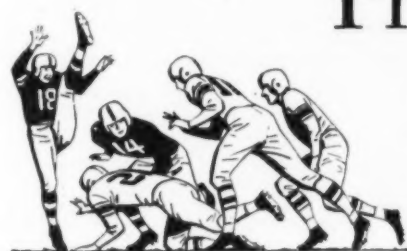
You Can't Argue With the Stork

Compiled by the school board and Supt. C. H. Holgate. Paper, 12 pp. Published by the board of education of Aberdeen, S. Dak.

A report to the citizens of Aberdeen by the board of education, to acquaint them with the problems of increased school enrollments and crowded facilities. It explains the results of the school building survey, the plans for a new school building program to meet needed facilities, and the cost.



Statistics
from Official Games



Prove the new VOIT XF9

kicks **BEST OF ALL***

* Official records from over 200 high school, jr. college and college games favor the Voigt XF9, kick for kick, in all kinds of weather.

Average punt with official, leather football—33.8 yards.

Average punt with official, Voigt XF9 Football—35.0 yards.

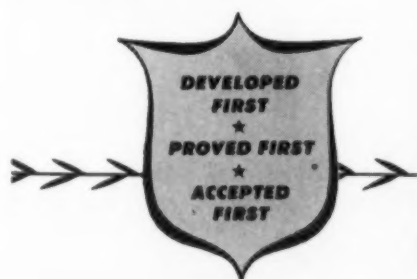
[Comparable '51 records on teams that played an equal number of games with the Voigt XF9 and the leather football.]

Yes, for consistent kicking, wet or dry, the Voigt XF9 is tops. Collegiate stars, "big-name" pros and outstanding coaches say, "After just a little practice, it's the best kicking football I've ever used."

Almost everyone recognizes the Voigt XF9 as the finest passing football of them all.

Records show 8 out of 10 players prefer the Voigt XF9 for passing.

Try them all and you'll know why the Voigt XF9 is best.



Voigt®
NEW YORK 10, CHICAGO 10, LOS ANGELES 11
America's Finest Athletic Equipment

HOW FARE THE NATION'S SCHOOLS?

(Concluded from page 44)

The present program ended on that date so far as applications for assistance are concerned according to B. Alden Lillywhite, the U. S. Office of Education's Associate Director for Federally Affected Areas, who explains that if "the first session of the 83rd Congress fails to enact similar enabling legislation, the program of federal aid for school construction in impacted areas will be completed on June 30, 1953." No legislation now in existence authorizes school facilities for 200,000 additional children who, it is estimated, will be in critical defense areas during the school year 1952-53 as a result of housing programs authorized by Congress and already under way, nor for the 250,000 other youngsters of school age who will be in these communities the following year.

The bills which would have extended and revised the provisions of Public Laws 815 and 874 in regard to school buildings in federally impacted areas, were pending before the appropriate committees of the House and Senate at the close of the 82nd Congress but had not been reported out. These measures included a provision authorizing a nationwide program of school construction to relieve conditions in the most distressed school districts in every state. Backers of these bills are confident they will be reintroduced in the new Congress.

Support of Citizens Needed

The appalling facts discussed in this article point up the need for school officials to focus public attention on these problems and alert

local citizens to the situation in their own school systems. A citizens' school group, broadly representative of the people of the community, has been found an effective channel for encouraging public interest in better school facilities in many places. The National Congress of Parents and Teachers (600 South Michigan Blvd., Chicago, Ill.) and the National Citizens Commission for the Public Schools (2 West 45th Street, New York, N. Y.) will be glad to furnish interested lay or professional persons with information on how to organize such groups.

SCHOOL PLANT PROGRESS IN HAWAII

(Concluded from page 54)

A majority of the buildings have classrooms opening onto an open porchway or *lanai*, an arrangement made permissible by virtue of the seasonal climate that obtains throughout the year. In most instances school plant location is advantageous from an environmental standpoint. Natural beauty is often highly utilized in selecting and preparing school sites.

In contrast to the desirable school plant which this writer has portrayed, there remain a great number of buildings which do not fit into the concept of an adequate school plant. Older schools are often found to have no artificial lighting or merely inadequate drop-cord fixtures. Few rural schools have provision for hot water outside the cafeteria.

Since the war there has been a widespread use of government surplus property, especially

in the rural areas. Quonset huts and prefabricated buildings used by the armed services have been widely pressed into use in the Honolulu schools. In fact, there is hardly a single school plant now operating in the city which does not lean heavily on these structures for classroom use.

Poor school plant maintenance in some cases creates another handicap to good schoolhousing. This lack of care is causing the rapid deterioration of some buildings. In one instance a new plant constructed as recently as 1939, has been allowed to deteriorate to the point that major repairs are necessary, at a wasteful cost.

On the whole, although there are some limiting factors, school plant progress in Hawaii has been markedly successful in recent years. Recent activities point promisingly to the possibility that this trend will continue. Some might presume that Hawaiian school construction does not measure up to that found in the more forward-looking sections of this country. Such a presumption would be incorrect. Excellent in design, layout, and structural composition, Territorial school plants compare favorably with structures found in our more economically favored states.

PERSONAL NEWS

► Corapolis, Pa. New school board members are CHARLES D. BONHAM, JOSEPH J. LAMARK, and J. MARTIN CONFLINT.

► L. ROSS JOHNSON, former teacher, has been elected president of the Peoria, Ill., school board to succeed Clyde L. Schwyhart.



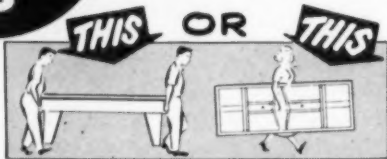
Monroe
FOLDING BANQUET
TABLES



No Knee Interference
Will Not Tip



12 Tables on Monroe
Truck Only 29" High



Replace your old, heavy, obsolete dining tables with new, modern Monroe Folding Tables . . . tables which are easily folded and set up even by women.

**DIRECT PRICES TO SCHOOLS,
COLLEGES, ALL EDUCATIONAL
INSTITUTIONS, CHURCHES, etc.**

Write for CATALOG and DISCOUNTS
Monroe Folding Pedestal Banquet Tables
Designed and Manufactured Exclusively By

THE Monroe COMPANY
6 CHURCH STREET COLFAX, IOWA

WHAT BETTER EVIDENCE THAN AMERICAN YOUTH

You get YEARS of SERVICE out of MURDOCK Outdoor Drinking Fountains and Hydrants because we build YEARS of SERVICE into them.



They have even survived the vandal in mankind and they operate every day in the year no matter how cold it gets.

Yes, it always has and still does "Pay to Buy MURDOCK."

The Murdock Mfg. & Sup. Co.
Cincinnati 2, Ohio

MURDOCK
OUTDOOR
DRINKING
FOUNTAINS
—
HYDRANTS
—
STREET
WASHERS



This Crosley Kitchen serves students in the equipment laboratory, College of Home Economics, University of Tennessee, Knoxville, Tenn.

A CROSLEY-EQUIPPED LABORATORY PROVIDES PRACTICAL PRESTIGE!

Students learn faster . . . teachers find teaching far easier . . . school reputation increases materially . . . when a home economics laboratory is equipped with up-to-the-minute Crosley products, arranged in a "homelike" plan.

See for yourself how easy it is to have a truly "homelike" home economics lab. Send for your free copy of our latest booklet, "Kitchen Equipment for High Schools and Colleges." It contains basic suggestions, plans, and photographs for planning kitchen units, homemaking departments and foods laboratories.

The practical advantages of a Crosley-equipped Home Economics Laboratory are summed up (*at right*) in the special Crosley Educational Purchase Plan.

CROSLEY

Division



Cincinnati 25,
Ohio

Better Products for Happier Living

HERE'S THE CROSLEY EDUCATIONAL PURCHASE PLAN . . .

Crosley products are available for instruction purposes at special prices to Accredited Home Economics Departments of Schools and Colleges, County Home Demonstration Groups, R.E.A. and Utility Home-Service Departments. Replacement of ranges, refrigerators, freezers and television receivers once each year for five years, or as soon thereafter as comparable models are released, at cost of delivery and installation. Maintenance service for one year at no charge. In many instances, schools are exempt from Federal Excise Tax.

Important: Crosley Automatic Dishwashers, Sink Units, Base and Wall Cabinets, Vinyl Counter Tops are also included in the Crosley Educational Purchase Plan—a great saving for you!

CROSLEY PRODUCTS INCLUDE:

Shelvador® Refrigerators . . . Shelvador® Freezers
Electric Ranges . . . Range and Refrigerator Pantries
Automatic Dishwashers . . . Sinks . . . Electric Food Waste Disposers . . . Steel Wall Cabinets . . . Steel Base Cabinets . . . Vinyl Counter Tops . . . Handy Accessories . . . Automatic Television . . . Kitchen Radios . . . Room Air Conditioners

HOW GOOD IS YOUR A.C.S.?

(Concluded from page 33)

until three o'clock. Then they could pound as hard as they wanted.

Administrative wisdom says, "First things first." But common sense sometimes is needed to identify first things.

Do You Keep Your Feet on the Ground?

During the depression a small private college which was pinched for funds decided to try to get more returns from its capital investment and fixed maintenance and operation charges by opening an evening school. To develop a plan they hired, as consultant, a person who had had some experience in the extension services of a very large state university.

I well remember his report. It involved the development of an evening staff larger than the existing day staff, with a separate administrative and clerical group, receptionists, public relations experts, even a resident nurse—and the suggestion of a nurse pointed the need of a highly equipped medical and first-aid room. Buildings were to be torn apart, to be readjusted to evening use, and—the ultimate—a request was to be made to proper authorities for a third class post office to handle the enormous expected volume of incoming and outgoing mail. All this for a small institution that could not beg, borrow, or steal a dollar, and that at most wished only to find some way to make a little extra money at no extra investment or risk.

The scheme was quite on the same level as the remark allegedly made by the President of a private university to his business manager, when the latter objected that the former's schemes had emptied the till: "It's my job to dream the dreams and yours to find out how to pay for them."

Do You Launch Your Ventures?

Hamlet would have been a poor administrator had he survived to rule Denmark. A university man, learned, cultured, gracious, sensi-

tive, idealistic, mentally brilliant, his "native hue of resolution was too much sicklied o'er by the pale cast of thought." His faults were twofold: he dawdled, and used thinking as an excuse for not acting; then he acted, without too much regard for his thinking.

It has been said of a famous Civil War general, that as a railroad engineer, although he built the finest bridges in America, he was afraid to send the first train across.

To repeat, time is of the essence in a practical world. Unlike Hamlet the competent administrator knows that thinking should be a preliminary to action, not a substitute for it. He knows that when decision is asked of him he is warranted in refusing or delaying only when he is the wrong person to make it, the time for it is inopportune, or a delay will enable him to make it more intelligently.

Periodically all administrators might refresh themselves with the testimony of a wealthy philanthropist whose recent death made national headlines. "I never went to school," he said. "I don't have any education. I can't read or write. But I can hire people who can read and write. And I can do something more important. I can get things done."

SCHOOL PROPERTY VALUES

School property values in North Carolina are at an all-high according to a report of the State Department of Public Instruction. In 1950-51 the average value of school buildings in the state was \$81,759; the value per pupil was \$310.58; the value per classroom, \$9,186. In the 51 years during which records have been kept the number of school buildings has dropped from 7,166 to 3,456.

The changes in values may be better understood from the following:

	White	Negro	State Average
Average per building:			
1899-1900	\$ 270.00	\$ 162.00	\$ 237.00
1950-1951	121,761.00	30,747.00	81,759.00
Average per child:			
1899-1900	\$ 4.79	\$ 2.75	\$ 4.14
1950-1951	370.54	110.91	310.58
Average per classroom:			
1950-1951	\$ 10,404.00	\$ 5,775.00	\$ 9,186.00

**QUICKLY FOLDS
OR UNFOLDS**

**for changing
ROOM USES**



Mitchell
FOLD-O-LEG
tables

MORE seating capacity
MORE leg comfort
MORE exclusive features
MORE strength and rigidity
MORE for your money

Send for folder with complete specifications.

MITCHELL MANUFACTURING COMPANY

2738 S. 34th St., Milwaukee 7, Wis.

THE STRONGEST, HANDIEST FOLDING TABLE MADE!

SLATE

**..... your best investment
in chalkboard visibility**

Write for:

1. Copy of pamphlet "SLATE CHALKBOARDS ARE MODERN TOO"
2. Reprint of article "SLATE CHALKBOARDS PROVIDE EYE EASE"
3. Copy of instructions on chalkboard maintenance
4. List of modern schools using natural slate chalkboards near you
5. Personal assistance with your chalkboard selection. No obligation.

Other uses of slate in schools:

roofing	window sills	toilet stalls
baseboards	flooring	window stools
sinks	shower compartments	shelves
	laboratory table tops	

P S P

Pennsylvania Slate Producers Guild, Inc.
205 Realty Building Pen Argyl, Penna.

G-11[®] (brand of hexachlorophene)

*the first and
only proven, effective and non-irritating
antiseptic chemical for soaps*

Protect your students by specifying for your school washrooms soaps or detergents containing G-11.

The skin and hands are among the most obvious carriers of harmful bacteria. Daily use of G-11 soaps or detergents will reduce the harmful bac-

teria on the skin, providing an essential, important health guard.

Soaps containing G-11 have been proved by years of safe, successful use by the medical profession, in hospitals, in institutions, and in the home.



330 West 42nd Street • New York 36, N. Y.

Branches: Philadelphia, Boston, Los Angeles, Cincinnati,
Detroit, Chicago, Seattle, Montreal, Toronto

Hexachlorophene is a development of Sindar Research Laboratories

Send the coupon for your free copy of a booklet discussing what G-11 soaps or detergents can do for your students.

SINDAR CORPORATION
330 West 42nd Street, New York 36, N. Y.

Please send me your brochure on G-11.

Name _____

Address _____

City _____ Zone _____ State _____

SCHOOL BOARD ASSOCIATIONS

(Concluded from page 10)

of state-association presidents and secretaries. The morning session of the convention will open with a report on the beginning work of the new National Council for Accreditation of Teacher Education on which the NSBA has three members. The annual business meeting will follow and an effort will be made to complete all business before adjournment for lunch. In this event, no session will be scheduled for the afternoon and delegates and board members will be urged to use this open time to visit the AASA exhibits in the Atlantic City Auditorium

and to register if they are going to stay over for the AASA meeting, as many will do.

The climax of our NSBA convention will be reached on Saturday evening with the annual banquet featuring some fine music, distinguished guests, and a noted lay speaker.

Attendance at the NSBA convention has doubled in each recent year from 150 in 1950 to 300 in 1951 to 600 in 1952, representing 35 states. The big question is: "What will the attendance be in 1953?" Will it double again, to 1200? There are already many signs that this may happen. The news is spreading that our convention is a stimulating and profitable experience for any board member who can get to go.

Room-reservation blanks have been sent

to the secretaries of state school boards' associations. Local boards should secure blanks from state association headquarters and should send in their applications to the Housing Bureau in Atlantic City without delay.

After our 1952 convention, an enthusiastic board president wrote, "One of the finest impressions I received was in noting the type of people in attendance and taking part. 'Brass' was notably absent and everyone was on equal ground which led to genuine fellowship and understanding. Let's not lose this in the future."

LAY PARTICIPATION?

(Concluded from page 29)

use it. All will profit from it. Those schools having used wide lay participation in educational planning have found a practical solution to the many problems of the school. Not that all problems will be solved, yet a fair evaluation of the process of wide lay participation is to be found in the words "there's nothing like it, absolutely nothing."

DEVELOPMENT OF WRITTEN BOARD POLICIES

(Concluded from page 38)

good textbook in school administration obviously has many contributions to make. Also, there are those publications which are devoted exclusively to the functions of boards of education. It is possible here to list only a few references which are basic to the problem and which the writer has found to be helpful.

1. *The Superintendent and the School Board*, Hunkins (Lincoln, Neb.: University of Nebraska Press, 1949), pp. 7-17; 70-79.

2. *School Boards in Action*, American Association of School Administrators, 24th Yearbook, Washington, D. C., 1946, pp. 90-97.

3. *The Challenge of School Board Membership*, Davies and Hosler (New York: Chartwell House, Inc., 1949), pp. 142-146.

4. *School Boards and Superintendents*, Reeder (New York: Macmillan, 1944), pp. 25-30; 136-137.

5. *Evaluative Criteria* (1950 ed.), Co-operative Study of Secondary School Standards, 744 Jackson Place, Washington, D. C.

The task of writing board policies is a developmental one which cannot be completed overnight. It is an undertaking which calls for wide participation and wholesome co-operation and one which can make a significant contribution to American public education. To write sound and comprehensive policies is not an easy task, but it is hoped that some of the ideas advanced in this article will make the problem seem less difficult as well as more important than it may have appeared to be.

Boards of education have much to gain and nothing to lose by developing and publishing good, sound, common-sense policies for the operation of the public schools which are of, by, and for the people.



with VES-COTE FLOOR WAX

Floors finished with VES-COTE give new safety to walking. The reason: Vestal's "know-how" in formulating VES-COTE with "LUDOX", to provide a slip resistant surface. The millions of tiny Ludox particles—integral parts of VES-COTE—act as "STOPPERS" whenever a shoe touches them . . . actually grip the shoe with each step.

In addition to walking safety, VES-COTE dries to a high lustre; is long wearing; water resistant; easy to apply and dries quickly. With VES-COTE you can have eye-pleasing floors that are safe to walk on.

Approved by the Underwriters Laboratories



When you step on Ves-Cote, the weight of the foot forces the hard "Ludox" colloidal silica spheres into the wax particles, providing superior gripping power. This way, Ves-Cote gives greater slip protection.



INCORPORATED

4963 MANCHESTER AVE.
ST. LOUIS 10, MISSOURI

**Save Money
for your school—
Save Time
for yourself—**



Montgomery PROGRAM TIMERS

**Cost Little To Install —
Ring Bells, or Other Signals,
Automatically**

Think of it! For less than \$200.00 you can purchase a Montgomery program clock, including transformer, bells, and other signals suitable for most schools. The clock alone will cost as little as \$86.25. Your own school electrician can make the installation. Your classroom schedules will run automatically — on time — without variation, until you change them on the program disc.

Get all the facts! Write for details today, or ask your School Supplies Distributor.

Montgomery

**MANUFACTURING
COMPANY**

OWENSVILLE 2, INDIANA
OVER 90% OF LOW COST PROGRAM TIMERS ARE MONTGOMERY

Before you buy

PLAYGROUND EQUIPMENT

Write for our 48-page Catalogue,
featuring complete line of the
finest devices you can buy for
parks, playgrounds, swimming
pools (including basketball
backboards).

Also ask for **FREE Diving Score Cards**
Write Dept. SBJ

RECREATION EQUIPMENT CORP.

THE RECREATION LINE

P.O. BOX 967

ANDERSON, IND.

SCHOOL BOARD JOURNAL for SEPTEMBER, 1952

NEW!

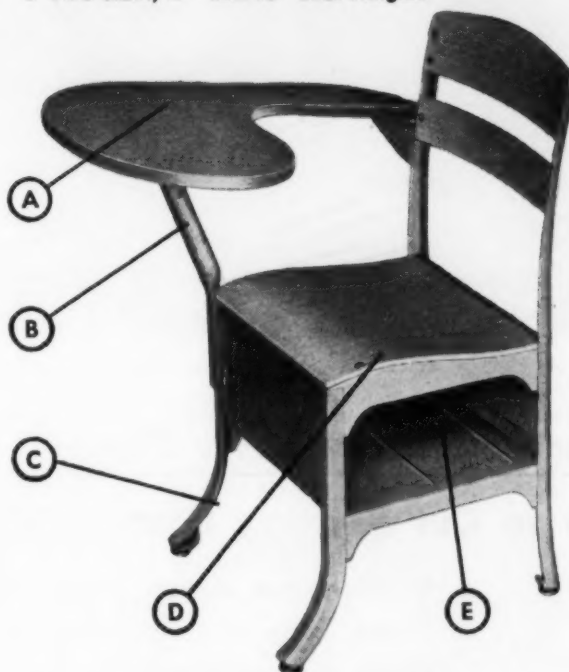
The **NORCOR**

500 SERIES • "Desk Styled"

TABLET ARM CHAIR

The Strongest, Most Durable, Most Comfortable Tablet Arm Chair Built.

- Larger Desk Styled, Tablet Arm With Arm Rest
- Designed to Promote Correct School Posture
- Two Sizes, 17" and 18" Seat Heights



A. LARGE, DESK TYPE, TABLET ARM. Unique in shape, the 18" x 28" tablet arm provides ample writing space and arm support.

B. STURDY TABLET ARM SUPPORT. Welded 12 Ga. Steel Post with formed steel V-Brace under arm provides strong, rigid support.

C. TIPPING MINIMIZED. Wide leg spread, front to rear, and balanced

framework construction minimizes tipping, without reducing comfort.

D. EDGE-PROTECTED FORM FITTING PLYWOOD SEAT. The edges of the comfortable form-fitting plywood seat are protected by steel all around.

E. ONE PIECE EMBOSSED STEEL BOOK COMPARTMENT.

NORCOR

Series 500 CHAIR DESK

Similar in construction to the Norcor 500 Series Tablet Arm but with 4-position adjustable desk top that moves outward as it moves up allowing more space between top and backrest for the larger pupil.



WRITE TODAY FOR COMPLETE INFORMATION ON THE NEW NORCOR 500 Series Chair Desk and Tablet Arm Chair

**THE NORCOR MANUFACTURING COMPANY
DEPT. A GREEN BAY, WISCONSIN**

FACTORIES: GREEN BAY, WIS., PORTSMOUTH, N. H., GILLET, WIS.



School custodian and helper install insulation in spare time.

What Other Schools Are Doing

How to Cut Heating Costs in Older Schools

In Northern Areas, Attic Insulation Alone Saves Three Tons Per Thousand Square Feet; Jobs Are Done Inexpensively

INSULATION can be an effective answer to today's high heating costs, particularly in older uninsulated schools where there is considerable heat loss. For greatest economy, the entire structure should be insulated. But since in northern areas the attic insulation alone will save about three tons of coal each year for every 1000 sq. ft. of ceiling area insulated, worth-while fuel savings can be made even where exterior walls cannot be treated.

When the job is done by the school janitor, the expense is limited to the cost of material, and is soon repaid in lower fuel bills. From that point on, everything is sheer gain. Some interesting figures were turned up recently by the school board at Fairfax, Minn., which studied the experience of a number of midwestern schools, before deciding to insulate its own plant. The following are typical cases.

Vermiculite Fill

Several years ago, Independent School District No. 39 at Eveleth, Minn., insulated the attic of Lincoln School with vermiculite fill. This is a lightweight, incombustible material processed from ore

resembling mica. The board had kept a complete record of heating costs; and taking two years of comparable degree days — one before insulating, and one afterward — found the fuel saving to be \$440 a year, or 19.5 per cent. A basic price of \$8.25 per ton for stoker screenings was used to arrive at these figures. The "before insulating" annual fuel bill had been \$2,252; the "after," \$1,812. Since the cost of the material was only \$490, the fuel savings paid for it in a little more than one heating season.

Partial Insulation Effect

The effect of partial insulation on an entire building was shown at New Brighton, Minn., where the school gymnasium was insulated in the summer of 1951. Up until last winter, the gymnasium had to be shut off during early morning hours, while the furnace, with stoker at full feed, heated the classrooms. Now, according to Supt. R. Reeder, the stoker is at "low" all the time, the gymnasium is never closed off, and coal purchases this past year were cut more than 15 per cent on the basis of only 75 per cent of the heating season. This

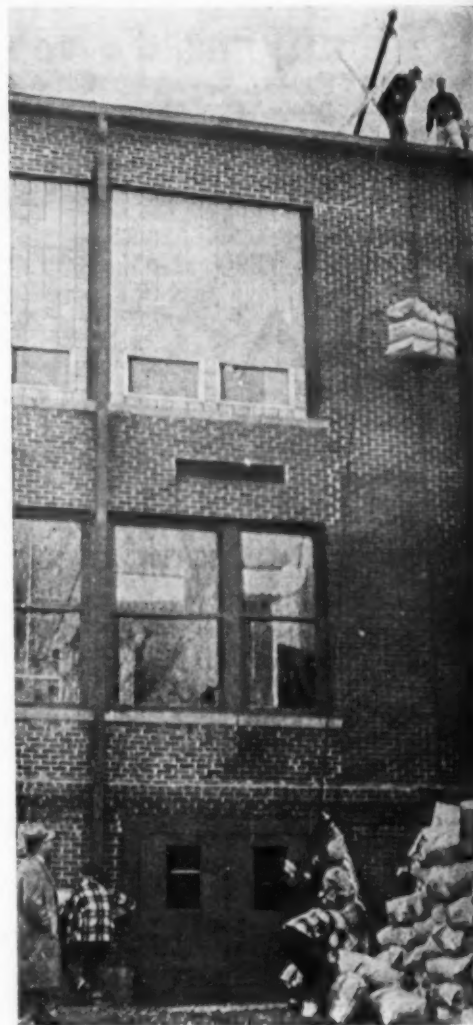
school, too, did the job themselves with vermiculite.

The school board at Lake City, Minn., recorded a saving of about 20 per cent in coal consumption, after insulating Washington School in that city.

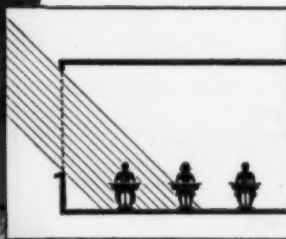
Gowrie Consolidated School District at Gowrie, Iowa, made a saving of 16 per cent. Their fuel bill the first year after insulating was \$1,310. The average heating cost for the previous four years had been \$1,563.

Repaid in Two Years

At Fairfax, Supt. L. B. Olson estimates that fuel savings will repay the cost of insulation in about two years. This 17-classroom school had been built at the turn of the century, and was becoming increasingly difficult to keep at uniform temperatures. Annual fuel bills were around \$3,500, a considerable item for a town with a population of only 1700. The expense of insulating involved the cost of the vermiculite only (\$770), since it was put in by two janitors during spare time. School-spirited seniors volunteered to help with the unloading.

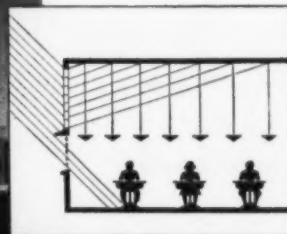


School-spirited seniors volunteer to help hoist the lightweight bags of insulation to the roof and into the attic crawl space. Supt. L. B. Olson is on the left.



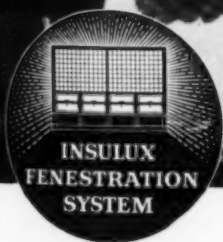
Here is what happens when light beams strike an ordinary window. Children near window suffer from high contrast while those on far side of the room suffer from high degree of contrast.

BEFORE Daylight Engineering



The remodeled classroom meets the most rigid standards for good lighting. The system provides even, diffused daylight for all the students in the room.

NOW Daylight Engineered



John Muir Elementary School, Glendale, Calif.
Architects: Orr, Strange & Inslee, Los Angeles

GOOD SEEING in classrooms requires elimination of glare and harsh contrasts.

Pulling blinds down to reduce glare, then turning on ceiling fixtures to get light, wastes both time and money. An Insulux Fenestration System using Light-Directing Insulux Glass Block® utilizes *free* daylight.

By new optical principles these glass blocks capture and properly use sunlight from early morning to late afternoon.

Daylight Engineers can show you how replacement of outworn windows with Insulux can give you better light and save many maintenance dollars.

Read the informative, 24-page booklet "Better Light for Our Children" and see for yourself the progress that's being made in the better utilization of daylight in schoolrooms. For your free copy or for the help of an experienced Daylight Engineer, write Insulux Glass Block Division, Kimble Glass Company, Dept. AS-9, Box 1035, Toledo 1, Ohio.

KIMBLE GLASS COMPANY

Subsidiary of Owens-Illinois Glass Company

Toledo 1, Ohio



News of Products for the Schools

New Look Added To Acoustical Tile

An achievement in modern product design is the new Acousti-Celotex Random Pattern sound-absorbing tile with its scatter perforations of varied sizes which blend into an over-all pattern of distinctive beauty. Performing perfectly its function of effective sound conditioning, sound conditioning, Random Pattern tile is a refreshing departure from conventional perforations. However, all functional characteristics of the original Acousti-Celotex Perforated Cane Fiber Tile are retained.

For complete information and sample of this distinctive new pattern acoustical tile, write to the *Celotex Corporation, Section S.B.J., 120 S. La Salle Street, Chicago 3, Ill.*

(For Convenience, Circle Index Code 087)

Completely Integrated School Coach Developed

A completely integrated School Coach has been developed and placed on the market for Oneida Products Corporation. The new Oneida model, called the Monobilt, provides a school coach in which engine, chassis, and body are designed especially for pupil transportation. Most parts or accessories are interchangeable



NEW MODEL

with the famous Oneida Safety School Bus Body. Chassis parts and components are of a standard manufacture, thus when added to a conventional fleet, the service parts and maintenance are identical. Due to its design, the Monobilt offers the advantage of a shorter wheelbase than the conventional buses of equal capacity and better all-round visibility because the driver is seated at the extreme front of the vehicle.

For information write to *Oneida Products Corporation, Section S.B.J., Canastota, N. Y.*

(For Convenience, Circle Index Code 088)

Shop-Assembled Water Tube Boiler Introduced

A completely shop-assembled water tube boiler, has recently been introduced. Available in capacities from 7500 to 27,500 lb. of steam per hour, the Type WTP can be fired with heavy oil; combination light oil and gas; natural gas; manufactured gas; and coke oven gas. The Titusville Type WTP Steam Generator is detailed in a new six-page bulletin.

Copies of Bulletin B-3275 may be obtained by writing *Titusville Iron Works Company, Division of Struthers Wells Corporation, Section S.B.J., Titusville, Pa.*

(For Convenience, Circle Index Code 089)

Interior Glass Door Provides Beauty, Light, and Privacy

A patterned glass door combining beauty in appearance with transmission of soft light, while maintaining privacy between rooms, is being distributed through Libbey-Owens-Ford Glass Company. Each door is a single slab of $\frac{3}{8}$ -in. Muralex glass patterned on both surfaces. It is heat-treated by the Securit process to make it three to five times stronger than conventional glass of the same thickness. Designed only for interior uses, the new glass door gives any room a new, modern look, is easy to keep clean, and never requires refinishing.

(For Convenience, Circle Index Code 090)



Carbide Tipped Circular Saw Now Manufactured

A complete line of standard type and "on-the-job" engineered and precision fabricated tungsten carbide tipped circular saws, 6 in. to 36 in. in diameter, has been announced by Rockwell Manufacturing Co., of Pittsburgh, Pa. Carbide-tipped saw blades make all cuts faster . . . smoother: cut materials which are difficult or impossible to cut with a saw of ordinary steel: cut all wood, fiber boards, hardboard, laminates, plastics, and highly abrasive materials: cut nails, wire and similar obstructions; cut joints in wood ready for gluing.

Additional information can be obtained from *Rockwell Tools, Inc., Section S.B.J., Kinnear Road, Columbus 8, Ohio.*

(For Convenience, Circle Index Code 091)

Carriage, Dual Tab Control Featured in Typewriter

A development exclusive with Royal Typewriters, presents for the first time, dual tab control — the "Magic" Tabulator. The new feature is designed to give the secretary the advantage of both finger



SPECIAL IMPROVEMENTS

and palm tabulation without moving her hands from the essential guide key positions. Another innovation is carriage control which allows adjustment of the tension of the carriage to suit the job by turning an indicating dial on the left side of the typewriter.

For data, write to *Royal Typewriter Company, Inc., Section S.B.J., 2 Park Avenue, New York 16, N. Y.*

(For Convenience, Circle Index Code 092)

Two-Pupil Table Of Tubular Construction

A new two-pupil table of tubular steel construction with beautiful hardwood plywoods is being introduced by the Griggs Equipment Co., manufacturers of school seating, Belton, Tex. The table, designated as the Griggs No. 2700 Airliner, is designed



SPACE-SAVER

to conserve classroom space and to provide a functional classroom table that is light in weight, easily moved, and suitable for grouping in units of two, four, six, or eight tables.

For further information, write to *Griggs Equipment Co., Section S.B.J., Belton, Tex.*

(For Convenience, Circle Index Code 093)

Finished Copies of Records Made in Less Than Minute

Photo-exact, finished copies of any office

(Continued on page 100)

SUPPOSE *You* DESIGNED YOUR PERFECT SCHOOL DUPLICATOR!

YOU'D MAKE IT

simple!

—so even a youngster could run it, fast, and make excellent copies. You'd want your original to be your master—no stencils, no mats, no inking, no makeready. You'd like to run one to four colors at once . .



YOU'D MAKE IT

school proof!

—built like a bridge, precision manufactured, with corrosion-resistant stainless steel parts, oversize bearings, self-lubrication and smooth, vibrationless, balanced action . .

YOU'D MAKE IT

versatile

—to produce anything from a 3" x 5" file card to a 9" x 14" poster to study materials to reports to mailings to newspapers to booklets—anything you type, write or draw, or material printed through reproducing carbon. You'd want as many as 300 bright copies from one original . .

...and you'd
wind up with

DITTO®

© T. M. Reg. U. S. Pat. Off.

Are Your Teachers Getting the Benefits of DITTO Workbooks?

Teachers are saving hours of classroom time, teaching is aided in 35,000 schools, with DITTO Lesson Materials.

65 NEW TITLES...

each page produces 100 gelatin or 200 liquid copies. Mail Coupon for FREE Sample Lessons and NEW DITTO Workbook Catalog.



FREE! NEW LESSONS AND NEW DITTO WORKBOOK CATALOG

DITTO, Inc., 632 S. Oakley Blvd., Chicago 12, Illinois

Gentlemen: At no cost or obligation to me please send me:

- ☐ Literature on New DITTO D-10 Liquid Process School Duplicator.
- ☐ Free Sample Lessons and New DITTO Workbook Catalog. We use a Liquid ☐ Gelatin ☐ type duplicator. (Check one.)
- ☐ Arrange a DITTO Demonstration for me.

Name _____

School _____

Address _____

Post Office _____ County or Zone _____ State _____

**don't
say
crayons**



Assure your boys and girls real lively interest in their arts and craft work by insisting on Crayonex Crayons — there's nothing better by any test!



Large selection of assortments to choose from. Priced from 10¢ to 60¢.

On sale at your favorite distributors or write for complete illustrated catalog. Dept. AJ-45.



THE AMERICAN CRAYON COMPANY
SANDUSKY, OHIO NEW YORK

News of Products . . .

(Continued from page 98)

record can now be made in less than a minute without developing, washing, fixing, or drying. *Copyfix*, is the name of this amazing development which makes finished, photo-exact, positive copies of any record, regardless of type or color, from originals up to 14 in. wide in any length. Extremely small, light, and compact, *Copyfix* takes not much more space



RECORDS COPIED QUICKLY

than dictating equipment. No special installation is required — the machine operates after being plugged into any electrical outlet. No darkroom is needed.

For further information write to *Remington Rand, Inc., Section S.B.J., 315 Fourth Avenue, New York, N. Y.*

(For Convenience, Circle Index Code 094)

Portable Transcription Player Gives High Fidelity Reproduction

High Fidelity reproduction at a low price is featured in a portable transcription player just introduced by Califone Corpora-



LIGHTWEIGHT

tion. This new Califone — Model 10P2 — features a variable reluctance cartridge for playing all types of recordings, including 16" transcriptions. The new model, according to Robt. G. Metzner, president, offers Califone's exclusive wrist-action pickup arm with adjustable needle pressure, all steel player base for rigid construction, and typewriter-style case for maximum speaker baffling, along an entirely new 6 watt straight AC amplifier. Producing enough volume for an audience of 500 persons with minimum distortion and wide frequency range, the new player weighs just 16 pounds and is as easy to carry as a portable typewriter.

Complete details may be had by writing *Califone Corporation, Section S.B.J., 1041 North Sycamore Avenue, Hollywood 38, Calif.*

(For Convenience, Circle Index Code 095)

Class Desk and Chair Units Designed for Stacking

Classroom Seating that can be stacked

A departure in classroom seating has just been announced by E. W. A. Rowles Company. This new desk and chair unit, called the *Space-Master*, combines all the fine features of good classroom seating with a unique modular design that enables both the desks and the chairs to be stacked or nested to save space. This stacking feature



STACKABLE DESIGN

permits both the chairs and the desks to be stacked, one on top of the other and stored in the corner or against the wall. In this way an entire room full of these desks and chairs may be stored in a very small area, thus saving valuable space and making hundreds of square feet of the classroom available for other activities. Another unique space-saving feature of the *Space-Master* is the way in which the desks can be "nested."

Complete details of the *Space-Master* stackable classroom desk and chair unit are available from *E. W. A. Rowles Company, Section S.B.J., Arlington Heights, Ill.*

(For Convenience, Circle Index Code 096)

(Continued on page 102)

Instead of buying new...he **RENEWED**



Here's how the desk maintenance problem was solved at the Senior High School in Baraboo, Wisconsin.

Better Than The Original At Much Lower Cost

New desks or else find a suitable resurfacing material — that was the problem facing Mr. Gordon L. Willson, Superintendent of the Baraboo, Wisconsin, Public Schools. The tops were rough and disfigured, but the rest of the desks in good condition.

Read what Mr. Willson says about G-E Textolite plastics surfacing.

"Nearly a year ago we had 80 school desks re-finished using G-E Textolite for the writing

surface. I should like to report that this job was completed in a workman-like manner, and it has proved very satisfactory in service.

"The Textolite supplies us a hard surface which is perfect for writing and entirely acceptable as to its light reflectance. I feel that this installation has given us more satisfactory furniture than the original was when new; and the economy is obvious."

You can reclaim many years of useful service by restoring desk tops with G-E Textolite. Call in a Roddis-craft representative from any of the warehouses listed below, or write for complete information.

*Reg. U.S. Pat. Off.

NATIONWIDE Roddis-craft WAREHOUSE SERVICE

Cambridge 39, Mass.229 Vassar St.	Milwaukee 8, Wis.4601 W. State St.
Charlotte 6, N. C.123 E. 27th St.	New Hyde Park, L. I., N. Y.
Chicago 32, Ill.3865 W. 41st St.	Plaza Ave. & S. 18th St.
Cincinnati 2, Ohio836 Depot St.	New York 55, N. Y.920 E. 149th St.
Detroit 14, Mich.11844 E. Jefferson St.	Port Newark 5, N. J.103 Marsh St.
Kansas City 3, Kan.35 Southwest Blvd.	Philadelphia 34, Pa., Richmond & Tioga St.
Los Angeles 58, Calif., 2620 E. Vernon Ave.	St. Louis 16, Mo.3344 Morganford Road
Louisville 10, Ky.1201-5 S. 15th St.	San Francisco 24, Cal., 345 Williams Ave.
Marshfield, Wis.115 S. Palmetto St.	San Leandro, Cal.720 Williams St.
Miami 38, Fla.255-315 N.E. 73rd St.	

Roddis-craft

RODDIS PLYWOOD CORPORATION

Marshfield, Wisconsin

News of Products . . .

(Continued from page 100)

Descriptive Material

- "To understand the individual and to help him, there are seven areas in which teachers and counselors must collect information. These are: scholastic ability, past achievement, aptitudes and disabilities, personality adjustments, health, and family background." These are some of the important points brought out in *Studying Students*, newest in Science Research Associates Professional Guidance Series. Copies may be obtained from Science Research Associates, Section S.B.J., 57 West Grand Avenue, Chicago 10, Ill.

(For Convenience, Circle Index Code 097)

- A versatile compound for flooring reclamation is described in a new brochure just released. The brochure tells in detail, with drawings and photographs, how any structurally sound flooring area regardless of condition, can be converted to practical use inexpensively and quickly. To get a copy of this brochure, write to Roc-Wood Flooring, Inc., Section S.B.J., 2268 So. Parkway, Chicago 16, Ill.

(For Convenience, Circle Index Code 098)

- The Penco Steel Cabinet Catalog No. C-200 presents a complete line of storage wardrobe and combination cabinets in both single-door and double-door types. This three-color catalog is available from Penn Metal Corporation of Pa., Section S.B.J., 40 Ogden Avenue, Philadelphia 48, Pa.

(For Convenience, Circle Index Code 099)



- The "slide rule" of the Projection Industry, and extraordinary device which swiftly calculates correct projector to screen distance, correct screen size, lens focal length, running times and audience capacities for every type of projector is available to large users of projection equipment by giving the size of screens used at present and requesting the "Screen Finder" from Radiant Screen Company, Section S.B.J., 1299 S. Talman Avenue, Chicago 8, Ill.

(For Convenience, Circle Index Code 0100)

- A 16-page catalog, illustrating popular steel and wood chairs and tables, folding and non-folding, all steel chairs, padded seats, cushioned seats, wood, aluminum, and bentwood chairs is obtainable from the Adirondack Chair Company, Section S.B.J., Dept. 224, 1140 Broadway, New York 1, N. Y.

(For Convenience, Circle Index Code 0101)

- The Speedball Textbook, a book of lettering and poster design for pen or brush, has just been published in its 16th edition. It contains for the first time an 8-page color supplement

showing beautiful engrossing in full color which greatly enhances the Speedball Textbook which has been published since 1915. Copies may be obtained from the C. Howard Hunt Pen Co., Section S.B.J., Camden 1, N. J.

(For Convenience, Circle Index Code 0102)

- A catalog featuring the complete line of Norcor Bridge Sets and including several new sets with both round and square tables, has just been issued by the Norcor Manufacturing Company, Section S.B.J., Green Bay, Wis.

(For Convenience, Circle Index Code 0103)

- The National Electromatic Self-Correcting Clock and Program System is described in detail in a new bulletin available from National Time & Signal Corporation, Section S.B.J., 21800 Wyoming Avenue, Detroit 20, Mich.

(For Convenience, Circle Index Code 0104)

- A four-page booklet entitled "Porch Enclosures" showing the use of Jalousies has been prepared for distribution by the Ludman Corporation, Section S.B.J., P. O. Box 4541, Miami, Fla.

(For Convenience, Circle Index Code 0105)

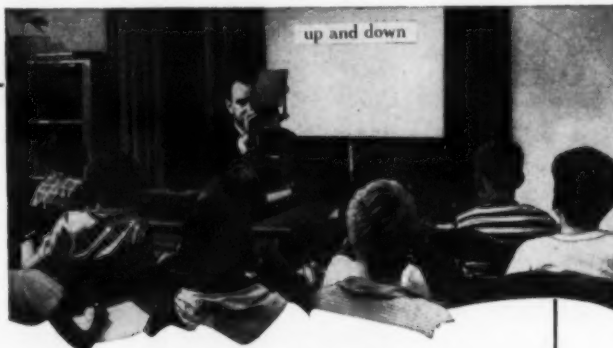
- Encyclopaedia Britannica Films, Inc., has issued a new four-color supplement to its current catalog listing 122 new films. In the supplement, each film is categorized. The range covers everything from adult films to primary grades. The catalog is available from all EBF offices and representatives; or from the home office of EBF, Section S.B.J., Wilmette, Ill.

(For Convenience, Circle Index Code 0106)

- A technique for use in designing economical automatic electric control installations for heating and air conditioning systems is described in the bulletin available upon request from the Barber-Colman Company, Section S.B.J., Rockford, Ill.

(For Convenience, Circle Index Code 0107)

The
Tachistoscope
provides



highly effective Visual Aid in the teaching of Reading Skills

Gains exceeding 50% are being achieved by numerous classes, ranging from elementary to adult.

Basic Skills in Reading — as well as Spelling, Arithmetic, Typewriting, Art and Music — are taught more rapidly and more effectively with the Keystone Tachistoscope.

Detailed Daily Programs have made possible the immediate success of many teachers using the tachistoscope for the first time.

Manual of Instructions, based upon experience in the classroom, is clear and specific. Write for details.

KEYSTONE VIEW CO., Meadville, Penna.

PROFESSIONAL DIRECTORY

JOSEPH BAKER
ARCHITECT

Only "Common Sense" Schools
EXPERT ON MINIMAL BUDGET CONSTRUCTION
NEWARK, OHIO

LOUIS N. BALLUFF

Architect — Engineer

EDUCATIONAL BUILDINGS

35 East Wacker Drive Chicago 1, Illinois

BELING ENGINEERING CONSULTANTS

DESIGNERS OF HEATING, VENTILATING, ELECTRICAL,
PLUMBING AND SEWAGE TREATMENT SYSTEMS
FOR NEW AND EXISTING SCHOOLS

MOLINE
ILLINOIS

PEORIA
ILLINOIS

BURLINGTON
IOWA

McFadzean, Everly & Associates

SITE PLANNING ENGINEERS
Since 1930

Specializing in the Design of:
School Grounds, Athletic Fields, College
Campuses, Consultation, Construction
Drawings, Supervision.

874 GREEN BAY ROAD WINNETKA, ILLINOIS